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THE RECRUITMENT OF CANADIAN TEACHERS

FOR SOUTH AUSTRALIA

by



BERNARD L. MASTERS

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Recruitment of Canadian Teachers for South Australia" submitted by Bernard L. Masters in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

Overseas recruitment of teachers is a complex activity. This study has considered some of the problems related to the recruitment of Canadian teachers for South Australia during the first few months of 1971. Authorized by the Education Department of South Australia, the recruitment was undertaken by two interviewing officers.

The main recruitment occurred during March, 1971, when an itinerant interviewer visited Ottawa, Toronto, Winnipeg, Regina, Edmonton, and Vancouver. He interviewed 138 teachers chosen from the 828 applicants who responded to once-inserted advertisements in these cities. Ultimately, thirty-nine of these teachers accepted employment. In addition, the resident officer, who organized the total recruitment activity, interviewed one hundred of the applicants, of whom thirty-five accepted employment.

This study has reviewed the literature on teacher recruitment and selection in an attempt to acquaint recruiters with relevant research. If this had been undertaken prior to the campaign, many problems may have been circumvented.

Major concerns evident during, and resulting from, the campaign have been delineated: the nature of the advertisements, the lack of time for planning and for interviewing, changes in policy, insufficient literature, delays in communication, and rushed selected procedures.

The data obtained from the applications, from the interview reports, and from a questionnaire sample were analysed on thirty-three variables. Profiles were developed for applicants, for those selected





for interview, for those offered an appointment, and for those employed. The last profile described the Canadian teacher employed during the campaign as a young, married, Albertan male graduate with no teaching experience who sought an assignment to a metropolitan junior high school in South Australia from September, 1971, at a salary less than \$5,000. These characteristics were contrasted and compared with applicants in the other three profiles. Differences presumed to exist between the accepted applicants for each profile and those rejected or not selected for interview, were not apparent. Conversely, the data on applicants seen by the two interviewers indicated a significant difference on interviewer assessment as well as on the rating of interviewees' personal qualities.

The recommendations, which form a major portion of the final chapter, were formulated from the data, from personal experience in the campaign, and from the related literature.

The study has attempted to identify issues in the overseas recruitment of teachers through considering a specific recruitment campaign. It is hoped that it will provide insight for other educational administrators who may be similarly engaged.



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## CHAPTER 1

The first chapter of the book is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = x^2 + 1$ . The function is defined for all real numbers  $x$  and its range is the set of all real numbers  $y$  such that  $y \geq 1$ . The function is symmetric with respect to the  $y$ -axis and is strictly increasing on the interval  $[0, \infty)$  and strictly decreasing on the interval  $(-\infty, 0]$ . The function has a minimum value of 1 at  $x = 0$  and no maximum value. The function is concave up for all  $x$  and its graph is a parabola opening upwards with its vertex at  $(0, 1)$ .

The second chapter of the book is devoted to the study of the properties of the function  $f(x) = x^3 + 1$ . The function is defined for all real numbers  $x$  and its range is the set of all real numbers  $y$ . The function is symmetric with respect to the origin and is strictly increasing on the entire real line. The function has an inflection point at  $(0, 1)$  and its graph is a cubic curve passing through the point  $(0, 1)$ .

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## Chapter 1

### INTRODUCTION

Teachers, as part of the labor market, have become increasingly mobile. New knowledge, general economic prosperity, and freedoms in movement, contract, and philosophies have all contributed to this more rapid and extensive labor exchange among school boards, districts, states and countries (Lang, 1968:7-9). The recruitment and selection of teachers has presented a dichotomy for employers: more teachers have submitted applications for employment without reducing the need for active, specialised recruitment; selection has become more sophisticated and less personal.

Recruitment and selection of teachers in one country for employment in another has its own difficulties: familiarity with the different qualifications, terms of employment, standards of living, and general conditions are but a few. In spite of these problems the seeming dearth of teachers in Australia and their abundance in North America provided opportunities for active recruitment in 1970 and 1971.

South Australia was one of several Australian States to undertake active teacher recruitment overseas, particularly in the United Kingdom and North America. This study has examined a major recruitment campaign conducted by South Australia in Canada early in 1971.

The need for more teachers in South Australia had been evident since the nineteen forties. It grew during the next decade and has not abated, despite the vigorous recruitment of high school graduates



within the State. It resulted not only from a more vital immigration program, the greater retention power of the schools, more varied courses and a wider public acceptance of longer schooling, but from a teaching force with a higher turnover rate. In 1969, thirteen percent of South Australian teachers left the profession. Yet, for the previous twenty years the recruitment of trained teachers directly into the service from all sources had remained relatively constant (Masters, 1970:35-43).

The Education Department of South Australia, which employs eighty percent of the State's schoolteachers in a centralised system, had been actively recruiting teachers from the United Kingdom since 1947 through the resident Agent-General in London. In an effort to increase the flow of teachers, an itinerant recruiter was sent from South Australia in 1969. Only fifty teachers were employed following a six-month campaign. A second campaign a year later produced a similar response from over 500 interviews. To capitalize on the presumed over-supply in North America, the recruiting officer, who was an Inspector of Schools, was directed to spend one week in the United States and three in Canada on his return journey to South Australia in March, 1971. As a result of this short endeavour, over 800 applications were received, more than 200 interviews arranged and nearly 100 teachers employed from Canada alone.

Several factors and policy changes influenced the Canadian campaign. A South Australian Education Department recruiting officer, resident in Canada on study leave, organized the campaign. Limited expenses for advertising, clerical assistance, printing and postage





were approved by the South Australian government. Authority was given to the recruiters to offer employment at interview, without obtaining prior approval from South Australia for each applicant. A return economy class air fare was available to each teacher offered employment. Accommodation on arrival was guaranteed. The period of assignment was two years from the date of departure from Canada. These factors eliminated lengthy referral procedures and required an immediate commitment from both the recruiter and the applicant.

This study has attempted to examine the major features of this three-week Canadian recruitment campaign and to analyse the chief characteristics of the applicants.

#### DEFINITION OF TERMS

A few terms have been used with specific meanings throughout this study.

Itinerant interviewer: the Inspector of Schools from South Australia deputed to interview teachers in Great Britain from September, 1970 to February, 1971 and in North America during March, 1971.

Resident officer or interviewer: the Education Officer granted study leave from the South Australian Education Department who was resident in Edmonton, Alberta during 1970-1971, and who was requested to organize and to assist in the recruitment of Canadian teachers.

Applicant: a person who sought an interview for employment as a teacher in South Australia.

March campaign: the period of recruitment-interviewing by the



itinerant officer, February 28 to March 29, 1971.

Selection: the initial process of categorizing the letters of application received in Edmonton, and the forwarding of appropriate information and replies; the basis for the interview profile.

Appointment profile: the outcome of the interview when the interviewer either offered or did not offer a teaching position to the applicant.

Employment profile: the applicant's acceptance or rejection of the appointment offer.

Agreement: the legal document covering the granting of an economy class air fare to the applicant in return for a period of teaching in South Australia. There was no teaching contract. Applicants were employed for a two-year period from the date of their departure from Canada.

#### THE PROBLEM

The purpose of this study has been to examine the problems of overseas recruitment in general, and of the recruitment of teachers for South Australia in Canada particularly. The data available were analysed to provide profiles of the applicants, and of those offered appointment to South Australia.

Two sub-problems were also identified:

(1) to compare this total population, or applicant profile, with profiles occurring for sample populations at various stages in the selection process.

(2) to consider the additional information and impressions



recorded by the recruiter during interview: personal factors of speech, personality, appearance, general suitability; preferred teaching level; preferred location for appointment within South Australia; the average salary quoted; and the likely month of arrival.

A brief follow-up questionnaire was also used on a sample of those originally scheduled for interview, to verify information and to glean opinions on specific aspects of the campaign.

#### DESCRIPTION OF THE POPULATION

Recruitment began with advertisements inserted in major newspapers and one professional journal: The Globe and Mail (Toronto), Winnipeg Free Press (Winnipeg), The Leader Post (Regina), and The Sun (Vancouver) for Saturday, February 13; The A.T.A. Newsletter (Edmonton) on March 3; and the Edmonton Journal (Edmonton) on Saturday, March 6. On February 9, a letter was sent from the Australian High Commission in Ottawa to 180 teachers who had made inquiries there since January 1, regarding teaching in Australia (Appendix A).

The population was established from letters submitted in reply to these once-inserted advertisements. It was therefore not a random population sample, and this should be considered if any inferences are drawn from the study.

The letters of application varied from a few lines requesting information, to complete curriculum vitae with documentation. Approximately fifty letters were excluded from analysis through lack of data or because the writers sought information only. Despite the request in the advertisement for demographic data, these were not





always supplied.

All letters were categorized for reply. Four main categories were used: selected for interview, further information requested, placed on file should subsequent vacancies occur, and applications rejected. Standard letters were used for most applicants (Appendix B). Many applicants asked specific questions requiring detailed answers, and where possible individual letters were sent to such people, especially if they had not been selected for interview.

Semi-structured interviews were conducted for selected applicants and the reports coded for computer analysis using a non-parametric program for frequency distribution, percentage frequency and chi-square (NONP 10, Division of Educational Research Services, The University of Alberta).

#### DELIMITATIONS

The study was delimited to the letters of application. Additional information was available from the interview reports and questionnaire. Only those application letters received between February 13 and March 31, 1971, were used. Two sources of interview information were available and were distinguished in the analysis: those from the itinerant interviewer, obtained during his three-week tour in March; those from the resident interviewer, from interviews undertaken from January to May inclusive. Questionnaire information was restricted to those applicants selected for interview in the March campaign.

Applicants were subject to the general conditions of employment





in the Education Department of South Australia, namely, satisfactory verified statements of academic record, teaching experience and certification; three personal references; a medical examination to the satisfaction of the Director-General of Public Health in South Australia; and a satisfactory personal interview reported on a standard interview form. A standard application form was also required (Appendix C).

A third factor outside the limits of this study was the availability of the itinerant interviewer for only three weeks in Canada. The itinerary was established before applications were received; this restricted the numbers of teachers who could be interviewed at each of the six centers: Ottawa, Toronto, Winnipeg, Regina, Edmonton and Vancouver.

This study has made no attempt to evaluate the qualifications of the applicants, nor the reliability or validity of the interview and selection procedures. The accuracy of the personal data supplied by the applicants, and the consistency of the observations recorded by the interviewer, have also been assumed.

No written statements were provided by the employing authority defining the standards to be used by the interviewers. Each interviewer had interviewed prospective teachers in South Australia, and so had practical experience, rather than stipulated criteria, as a guide. The interviewers had agreed to consider such features as:

Speech: enunciation, fluency, modulation, variety of expression, obvious impediments.



Personality: enthusiasm, considerateness, dependability, flexibility, forcefulness, buoyancy.

Appearance: grooming, physique, posture, attractiveness, mannerisms or distracting physical defects.

Suitability: resourcefulness, judgment, adaptability, experience with children, particular strengths or weaknesses for teaching.

#### LIMITATIONS

Any interpretations or inferences from the description or the statistical data must be made with the following limitations in mind:

(1) Notification of the recruitment campaign appeared only once in the press.

(2) The advertisement stipulated the teaching categories, academic qualifications, travel and accommodation assistance, as well as the dates and centers for interviews (Appendix A).

(3) All inquiries were handled through the resident officer in one center. Part-time clerical assistance was employed.

(4) In selecting applicants for interview, arbitrary decisions were made regarding the time and place scheduled for the thirty-minute interview.

(5) A very restricted period was available for the selection and notification of applicants, between the appearance of the advertisement and the date of interview.

(6) The explanatory material was limited to a single information sheet distributed only to those selected for interview (Appendix D).



(7) The assessment of the interviewers' adjectival comments was made arbitrarily on a four-point scale.

#### IMPORTANCE OF THE STUDY

Changes in the supply and demand of teachers have an impact on recruitment, selection, training and placement (Koff, 1971:3,12). This study suggests that educational administrators could recruit teachers more effectively and efficiently if attention was given to previous research.

Recruitment and selection of teachers in one country for employment in another is increasing. Little research seems to have been attempted in spite of the publicity which some of this recruitment has received. During the past decade there has been a minor exodus of teachers from Australia to Canada with little concerted effort made to assess its importance (Holdaway, 1970:17). Initial South Australian comment on the outcome of the March campaign hailed the arrival of "the first of an invasion force of Canadian teachers" (Adelaide, The News, May 20, 1971). Other press reports reflected the interest of the Minister of Education, the Hon. Hugh Hudson, who was quoted as stating:

Nearly all of the Canadian teachers offered employment were qualified in secondary mathematics, science or English, where the most acute shortage of teachers lay . . . The Government was getting an effective increase in the number of teachers . . . It was considerably cheaper to bring these teachers here than to train local teachers. (Adelaide, The Advertiser, May 21, 1971).

This study has attempted a preliminary investigation into some of the problems of overseas recruitment, and in particular has considered the





activity which resulted in these Canadians arriving in South Australia.

With an increasing emphasis on overseas recruitment of teachers by several Australian states, this description has attempted to identify some of the difficulties, as well as the advantages, inherent in a specific campaign. Consideration has also been given to some of the characteristics of Canadian teachers who sought employment overseas, for whatever reasons.

#### ORGANIZATION OF THIS STUDY

The selected literature, summarized in Chapter 2, considers the Australian materials available for the campaign, and also some of the research and published writings on recruitment and selection procedures.

Chapter 3 describes the recruitment activity: planning, advertising, and organising the campaign; receiving, categorizing and replying to the applications; the procedures for interview and follow-up for those offered appointment. The particulars of the data collection and analysis are also considered.

The analysis of the data, according to the different profiles developed, is contained in Chapter 4, together with some interpretations.

The concluding chapter presents a summary of the project, with major recommendations for future overseas recruitment of teachers.





## Chapter 2

### SELECTED LITERATURE

This study evolved out of a practical exercise to recruit teachers. Its theoretical framework is dispersed in several areas of related literature. Three main areas have been distinguished: material related to Australia which was available during the campaign; writings concerned with recruitment; and research and other literature discussing the selection process.

### AUSTRALIAN MATERIAL

General recruitment literature from South Australia, used in the campaign, consisted of a folded leaflet outlining the State, the school system, and conditions of employment (Teach in South Australia). This was the basic material forwarded to those selected for interview and to the general inquirer. It was supplemented by a typed information sheet (Appendix D), specifically directed to Canadian applicants in this campaign. Typed sheets on wages, prices and costs of living, general education facilities, and employment opportunities were also available from the Australian High Commission in Ottawa and from the Australian Trade Commission in Vancouver.

At interview, other general literature was available for perusal. This was concerned with the teaching profession (Teaching in South Australia; What Our Schools Are Doing), South Australia and its people (South Australia the Central State; Newcomers' Guide to South



Australia; Migrate to South Australia), and general tourist information on Australia (Australia Handbook 1970; Australia Welcomes You; Australian Panorama) as well as numerous tourist leaflets on South Australia. While each of these may have contained interesting information and photographs, only attractive features were presented. There was little current or specific information conveniently available on housing, transport, clothing, food, or furniture in South Australia. The description of the school system was generalized, especially in relation to salary, class size, hours of work, types of schools, and curricula. Very little information was available on taxation, medical and hospital schemes, and insurance coverage.

Research and historical information on recruitment and selection of teachers for Australia was virtually non-existent. Official reports (cf. Minister of Education, South Australia) since 1949 only briefly mentioned overseas recruitment. The only historical treatment of teacher recruitment, training and selection in South Australia (Masters, 1970) dealt cursorily with overseas activities prior to 1967. The recruiting of Australians for other countries has been isolated and spasmodic (cf. Toronto Metropolitan School Board) and there is no published material. Moldaway (1969) researched data on Australian teachers in Canada and indicated that the major reasons for migration were to obtain a different work experience, to travel, and to escape from dissatisfaction with their own systems. Several articles on Australian education (e.g., Knight, 1969) were widely published at the time.

A spate of articles in large-circulation weekly magazines,



such as Time, Life, and Newsweek, and in other periodicals during 1970 and 1971, on general aspects of Australian life, may have stimulated increased interest in the country.

#### TEACHER RECRUITMENT

The recruitment of teachers overseas has not been specifically identified in any of the literature, although similarities exist with "out of State" recruitment. Both the general literature on recruitment functions (Hawk, 1967), and that directed to specific occupational areas, such as educational administrators (Culbertson, 1964; UCEA, 1966) and teachers (The Big Talent Hunt, 1969) have provided insights and guidelines for teacher recruitment overseas. These, and some general texts on personnel (Van Zwoll, 1964; Moore, 1966), have surveyed the reasons for recruitment and the agencies which assist the operation.

#### The Recruitment Function

Recruitment has become one of the foremost functions of the recently evolved personnel divisions which have taken over the separate staffing operations of recruitment, selection, appointment and in-service education (Gibson, 1969:1187). Although still a major public relations endeavor, recruitment has become integrated in the total school system. Hawk (1967:13) made it an all-embracing activity:

. . . to seek out, evaluate, obtain commitment from, place, and orient new employees to fill positions required for the successful conduct of the work of an organization.





Nevertheless, the recruiter has a dual responsibility: to the applicant and to the employer. He has been described as an integrater and a boundary rider, facilitating the aims and objectives of the organization while honestly relating and apprising the individual of organizational needs and demands (Salemi and Monahan, 1970:986-993). He may easily flatter the recruit, undermine the organization, or select "in his own image." Unreal expectations and impressions may be created which lead to dissatisfaction with the job and quick staff turnover (Dutton, 1970; Velcamp, 1970). While both the objective and subjective factors are important to the applicant, Behling (1968:17-19) maintained that the college graduate cannot differentiate between employment offers until he has made personal contact with the recruiter. He may then grasp at the appearance and behavior of the recruiter, the physical facilities of the interview and of employment, and the efficiency with which his own application was handled. The recruitment officer, therefore, has a vital role.

The recruitment function has many facets. It requires skill in formulating policies; tact in synthesizing time, money, and people; imagination in planning, organizing and developing effective practices; and insight into ways of integrating recruitment with the total operation of the organization (Hawk, 1967:215).

### Advertising

Once general policies have been formulated and the decision made to recruit, advertising becomes the major vehicle for obtaining a pool of applicants. Lang (1964:35) inferred that newspaper advertising for teachers had little obvious effect on the supply. Advertisements





have tended to be stereotyped and unimaginative, perhaps because insufficient attention or expertise were given to their formulation. More recently, sophisticated, professional, corporate advertising has been employed effectively in recruitment. In a comprehensive work, Coss (1968:46-86) covered all aspects of recruitment advertising and suggested that visually attractive, simple, resumé advertising sufficed for most newspapers.

Advertising for teachers should provide information on the job specifications for limited numbers of positions. Details on the nature of the positions, promotion prospects and salary ranges are desirable. Some writers advocate listing the personal characteristics, as well as the basic academic and experience qualifications deemed desirable in the applicant. This form of advertising has been designed to attract the good applicant but to discourage others. Reviewing the possible sources of supply to select the most appropriate distribution channels permits limited, effective, and directed advertising, and therefore requires the minimum outlay of time and money (Sidney and Brown, 1959: 378).

### Correspondence

Even where an applicant may not be selected for interview, the impact created by correspondence is considerable. Impersonal, standard letters with stamped signatures and addressed "Dear Sir/Madam" convey a poor image. Where the volume of correspondence requires standardized letters, some personal touches within the general format, as well as the tone of the letter itself, can impress even the most strongly rejected applicant (Lang, 1968:34). Individual letters,



particularly in follow-up correspondence, were found to be the most effective, but may not be practical for large scale recruitment. Most writers agree that all applications should be acknowledged in some manner.

### Literature

The image of the organization, as well as of the specific recruitment activity, is often created and reflected in pamphlet and other informational literature. A wide range of materials has been used by school boards and employment agencies (The Big Talent Hunt, 1969:12, 30; Coss, 1968:175). Attractive, colorful literature supplemented by a variety of films, color slides and filmstrips was stressed during the sixties. Escalating production costs have forced a reappraisal. Films have largely been dropped from recruitment campaigns. While the pamphlet literature has been continued, the stress has moved to personal, rather than written, contact with the applicant. Increasing attention has been given to smaller brochures which outline the community conditions, the teaching opportunities, the innovations introduced by the system, possibilities for promotion and further study, and general employment benefits (The Big Talent Hunt, 1969; Dutton, 1970).

### Costs of Recruitment

The costs of recruitment have been elusive. Most reports of teacher supply and demand have not considered costs. School districts have differing bases for costing recruitment and are loath to disclose figures, even though the estimated costs per capita appear lower than



for industry (Lang, 1968:51). Lang also suggested that recruitment should be covered by a separate budget to include publicity, travel, accommodation and the hiring of facilities. The recruiter's salary has been absorbed in general staffing estimates.

In evaluating recruitment activities, the real measure of response has been impossible to estimate accurately. Direct responses to specific advertising can be tabulated over a reasonable period following the advertisement. The quality of the response may vary. Only qualified applicants can be truly indicative of the worthwhileness of the advertising. Coss (1968:128-36) warned that even then, this group should be considered in relation to the size of the qualified population, the market or recruitment area, the total manpower situation and the general state of the economy.

Lang (1968:51) contended that the computed cost per teacher employed was less for the graduate from the training institution than for the experienced teacher from another district; that these costs should differentiate between the "drop in" and those actively recruited; and that the principal's evaluation of the teacher after some period of service should also be taken into account. Ultimately, the value of any recruitment can only be gauged by the quality of service obtained from those employed, not by the cost per advertisement nor the number of teachers hired.

### Types of Recruitment

Moore (1966:36) has distinguished between original recruitment into the profession and specific recruitment for definite vacancies. Several writers have suggested that experienced teachers were only an





asset in cases of specific need (Lang, 1968:51; N.E.A., 1967). But in Alberta at least, there have been efforts to improve teacher conditions with the intent of reducing teacher mobility, increasing the work-life of teachers, attracting more mature and well qualified persons into the profession and reducing the stress on active persuasion for initial recruitment (Mitchell, 1968; Maddocks, 1970:58-69).

But whatever positions have been taken, the recruitment function, as Van Zwoll (1964:76) stated, is an essential activity:

Whereas consciousness of the need for a recruiting activity is the product of a demand for teachers far in excess of the supply, it has also become apparent that there will always be a need for the recruiting activity as the means for upgrading the teaching profession, by attracting to it better qualified individuals.

#### TEACHER SELECTION

The selection process is becoming more difficult as teachers' qualifications improve, as greater mobility is accepted, and as the teacher's role becomes more specialized and complex. Yet the quality of education is dependent on the quality of staff, and this relies on careful selection as the first and most vital step (Madden, 1968:2).

The traditional teacher selection process which McIntyre (1958:251) criticized, tried to fit the man to the job. To improve this, various modifications to these criteria have been suggested.

Dillman (1967:198) argued that as any position is subject to formal and informal expectations and constraints, a "behavioral selection process" should be used. This process establishes the set





of "objective" expectations and constraints associated with the job, the way the applicant views this set, as well as its effects on the individual, and the influence of the individual on the organization.

As trained interviewers appeared to make more reliable selection decisions (Mayfield, 1964:249; Bolton, 1968:5; Carlson, 1971:273), a checklist of statements judged important in selection could be used as another approach to improve the selection process (Bonneau, 1957; Hakel and Schuk, 1971:46).

Madden (1968:5-7) suggested that, to become an effective teacher, an applicant needed to be a specialist who could co-operate with others, an experimenter with specific skills and attitudes, a change agent, and a learning-teaching strategist who emphasised process. The selector may need to consider these factors as much as the education and experience of the applicant.

Selection is an example of the decision-making process, the selection being based on information and affected by its format. The results of a simulation and experiment built around decision-making in selecting teachers (Bolton, 1968:5), showed that instruction on how to process information reduced the time for decision-making but increased the level of discrimination of teacher behavior. A single summary document had similar effects. Masking information reduced the time and also reduced the degree of discrimination, indicating that masking was not desirable. Bolton also found that audio and audio-visual interview information increased both time and discrimination and aided the evaluation technique used by the selector.

In an earlier statement, Bolton (1967) applied the Cronbach-



Gleser classification to teacher selection to indicate that the selector made an institutional, rather than an individual, decision based on a common set of values. The selector was given a quota and an applicant was assigned once only. Information was gathered in multivariate form. The selector had the right to reject any applicant and the decision was made at any one of several points in the information-gathering sequence. This meant that the selector was required to collect and present information in a reliable form, to use it to predict consequent teacher behavior and at the same time to ensure that the applicant would be of utmost benefit to the organization.

### Applications

Several writers (Van Zwoll, 1964; Moore, 1966; Lang, 1968) advised the use of a preliminary application. Lang suggested that the initial inquiry should be handwritten, as children must be able to read a teacher's writing, and the extent to which a formal application was completed indicated the applicant's efficiency and perseverance. This preliminary application, often completed just prior to the interview, could also serve as an interview sheet. The application form should require precise information, documented where necessary, about qualifications and experience (Lang, 1968:39-40).

The use of campus placement offices' files and of such computer-assisted, composite filing as that established by the Association of School, College and University Staffing (ASCUS) has been recommended as a source of detailed, verified, accurate and up-dated information, including personal references, required prior to



interview (Lang, 1968:29-32).

There may be a case for the use of different application forms for specific categories, but the formal application usually covered personal, educational, and experience data which sufficed for both specific and general positions (Van Zwoll, 1964:103-7).

### References

Letters of reference or recommendation have become standard requirements in most employment. Their value, however, is suspect (Hall and Vincent, 1960:1377). Where referees' names were required on the application form, Helsel (1959:101) discovered that checks might not be made by the interviewer. Letters of reference accompanying an application needed to be read, but appraisal of the applicant on this basis was found to have doubtful validity (Lang, 1968:41). Follow-up telephone calls to referees provided the basis for a more accurate assessment, especially if used to clarify or corroborate evidence established at interview.

Morrisett (1935:191-5 and 13-29) undertook a detailed study of letters of recommendation used in the selection of secondary teachers. Earlier research had shown that such letters emphasised social qualities more than professional or educational qualities. Most school boards used referees' letters to influence immediate selection and placement, but they have also been used as initial leads to investigate an applicant further. While condemning open letters and those from laymen, Morrisett found that the closed confidential letter from present employers, whether informal or structured, was the most valid source.





McIntyre (1958:250) placed no confidence in any letters of recommendation or personal references, claiming that no relationship existed between statements in these letters and certain teacher variables, such as intelligence and the ability to work with people.

If used, the reference should be but one of many sources in the selection process. As Morrisett concluded (1935:205):

. . . letters of recommendation of all kinds are human judgments, ratings, opinions, and appraisals. The human element, subjective and unmeasurable, is always present in the subject, the writer, and the employer.

### Interviews

There has been considerable controversy over the use of interviews as reliable means of communication and selection (Sidney and Brown, 1959:4-9). Various names have been given to interviews which vary only slightly in purpose. Richardson, Dohrenwent and Klein (1965:32-55) discussed the scheduled standardized, the nonscheduled standardized, and the nonstandardized interview at length, with particular emphasis on obtaining information for research. Adams (1958) considered the survey interview in discussing reliability, validity, sampling, and interviewer probes and bias. Maier (1958) looked at the objectives, methods, and skills involved in the appraisal interview, while Balinsky (1962) analysed the selection or employment interview. A useful distinction between the interview as a tool to assist in obtaining information and as a vehicle of conversation was made by Benjamin (1969).

In spite of this controversy, nearly all school systems were reported as using the interview as a technique of appraisal and





selection for employment (Moore, 1966:42; Hall and Vincent, 1960:1377). Lang (1968:35-6) maintained that particular facets should be emphasised during the interview, for example, student teaching, knowledge of the school district, and dedication to teaching. By varying the pace and line of questioning, the interviewer could also make assessments of such factors as sincerity, initiative, interpersonal relations and stress situations (Sidney and Brown, 1959:265-287). Empathy and humanness were seen as important interviewer characteristics (Benjamin, 1969:42), although there have been wide variations of opinion on this topic (Sidney and Brown, 1959:9-12). Helsel (1959), Benjamin (1969) and Velcamp (1970) stressed the importance of physical surroundings and the personal approach. Sidney and Brown (1959:145-163) discussed the general principles which could be applied to interviewing: a prepared, relaxed physical setting; pre-determined objectives; standardized or semi-structured interview outline to note the applicant's manner, appearance, intelligence, social ability, attitude to authority, emotional stability, persistence, administrative ability, and attitude towards self.

Research investigations into interview situations have been considerable. As part of a larger study, Bolton and Hickey (1969:501-5) considered discrimination, consistency, time, and certainty as factors in the teacher selection interview. They found that interview information did not greatly effect the ranking of applicants. Seeing applicants was more helpful than hearing them, but took longer and increased certainty.

Webster's research (1964) at McGill established that most



interviewers' decisions changed little after the first four or five minutes.

Carlson's extensive research with insurance personnel indicated that the degree of favorability of the information was the most important influence on the decision (Carlson and Mayfield, 1967: 458). This confirmed earlier research (Springbett, 1958; Mayfield and Carlson, 1966) which showed that negative or unfavorable information was grasped by the interviewer and given undue weight in the final decision.

The degree of inter-rater reliability was positively related to the amount of information presented in the Carlson and Mayfield study (1967:459). It was also greater when quotas were imposed. Quotas also influenced the number of contracts offered (Carlson, 1967: 279). "Situational" conditions limited the effectiveness of the interview: the type of applicant, the size of the sample, consistency and rate of interview experience, and the amount of information extracted from applicants (Carlson, 1968:207). Experienced interviewers did not agree with themselves or with each other over an extended period, but agreed more than did less experienced interviewers (Carlson, 1967:279).

Carlson claimed that intensive training increased the validity of the interview selection, but that interview guides, standardized evaluation and prediction forms, and feedback data on previous employment should be developed as well (Carlson and others, 1971:273). One study concluded that general attributes common to most occupations should first be taught to prospective interviewers



before specific prerequisites of a particular occupation were considered (Hakel and Schuk, 1971:50).

Bonneau (1957) devised an interview procedure to assist administrators to select teachers who develop positive rapport with students. But critics of this and other selection devices have claimed that all are unacceptable because of "our inability to identify with precision the characteristics of effective teaching" (McIntyre, 1958:250).

Helsel's research on the employment of office personnel (1959) systematized the time study and content techniques by analysing tape recorded interviews. She showed the inadequacy of the unstructured interview, and the necessity to train interviewers. More time was spent with successful applicants than with those rejected. More questions were asked by both interviewer and successful applicant. In one-fifth of the cases studied, the applicants left the interview without receiving an indication of its outcome. Helsel also found that little time was spent discussing educational background, while references were seldom mentioned. The personal qualities and background of the applicant occupied a major portion of the interview (Helsel, 1959:91-117).

The interview is only one aspect of the total selection process (Carlson, 1971). Several writers have deplored the casualness of the teacher selection interview. Moore (1966:42), however, has summarized its general and specific purposes as a vehicle of communication:

. . . to (1) appraise the candidate's personality generally, (2) inquire into the candidate's educational





philosophy and educational outlook, (3) become acquainted with the candidate's ambitions and educational plan, (4) obtain further information, beyond the written data in the application form, on the candidate's education and experience, and (5) note first hand the candidate's physical characteristics, including his voice, manner of dress, and general culture.

In summary, and of particular relevance to this study, the reviews of published research on the selection interview (Mayfield, 1964; Wright, 1969) have indicated that:

1. interviews can be reliably divided into various types
2. intra-rater reliability is satisfactory; one interviewer's techniques and approach remains fairly constant; and training helps.
3. unstructured interviews fail to cover material consistently, a decision is made early, and more weight is placed on unfavorable information; structured interviews provide higher reliability.
4. the validity of the interview remains in doubt; only intelligence can be estimated reliably by the interviewer.
5. attitude, manner, facial expression and personal appearance influence both interviewer and applicant.

### Overseas Selection

Selection for any position is complex. When selection involved an overseas appointment, a fourth factor had to be considered besides the employer, the position, and the man required, namely, the countries of origin and destination. The selector needed to have considerable knowledge and personal acquaintance with both because the applicant's decision will be based, in part, on comparison with conditions he knows and influenced by expectation and honest opinion (Roff, 1971:18-19).





In considering applicants for overseas posts, as in choosing recruiting officers, "more of everything" - qualifications, tact, experience, understanding, ability to adjust - has been found desirable. It has also been helpful to interview dependents, as well as the applicant, because their adjustment is often more difficult than the person occupied in his specific task. Where selection was stringent, some interviewers looked for youth in preference to applicants with family commitments (De Genring, 1968:62-4).

Overseas selection usually tended to involve the employer in a greater outlay than local appointment. For all these reasons, the recruiter needed to select rigorously and the applicant had to be conscious of his undertakings.

#### CONCLUDING STATEMENT

The volume and variety of literature on recruitment and selection is considerable. The specific materials related to teaching are also extensive. But available information directed towards international recruitment and selection, especially of teachers, is meagre.

This chapter has focused attention on those features which have been considered relevant to a description of Canadian teacher recruitment and selection for South Australia. Thus, the planning, advertising, and cost of recruitment, the form of application and the initial selection, letters of reference and interview procedures have received attention.

It is important to re-iterate, however, that the recruitment



campaign to be described was not undertaken on this theoretical framework. The literature has been searched, post hoc, and was reviewed in an attempt to provide insight not only into the difficulties experienced in the campaign, but also for the benefit of future recruiters.



## Chapter 3

### RECRUITMENT ACTIVITIES AND PROFILE DATA

This study of Canadian teachers seeking employment in South Australia evolved out of an actual recruitment campaign. The profiles obtained must be viewed against this backdrop. The campaign itself had many facets, and in order to concentrate on the profiles it is only possible to sketch these facets in outline.

### INTRODUCTION

The decision to recruit teachers in Canada and the United States in 1970-71 was approved after an administrative officer within the recruitment section of the Education Department had taken up residence in Edmonton as a graduate student of The University of Alberta. This provided a trained, responsible officer, who was familiar with recruitment procedures, as an organizer and recruiter in Canada.

The first advertisement inserted by this resident officer was limited to the Edmonton Journal for December 26, 1970. It gave the officer an acquaintance with the advertising media and with prospective applicants in Alberta. It was also a continuing source of inquiry and employment even after the itinerant recruiter had completed his campaign. It has therefore been included in this study for comparison, and to provide more accurate profiles of applicants and of those finally employed.

The establishment of a full-scale recruitment activity overseas in March, 1971, required planning. Communication with South Australia



was essential to establish detailed arrangements, to clarify policy on the terms of agreement and employment, and to obtain printed materials. Contact was also established with the itinerant officer in England.

The March campaign commenced with advertisements inserted in newspapers across Canada. This directed inquiries to a private postal address in Edmonton where they were sorted and categorized. Selection for interview was made on the basis of information supplied in this original letter inquiry. All inquirers received notification of the outcome of their applications and many corresponded further. Arrangements for the interviewer's accommodation and interview facilities, as well as the scheduling of interviews at predetermined locations, were also made from Edmonton. Duplicates of the interview forms were used to analyse information and opinion about each interviewee. The details, including transcripts, concerning those applicants selected for employment were forwarded to South Australia. The agreements, medical report forms and air tickets were handled directly from South Australia. Late in May, a brief follow-up questionnaire was sent to those initially selected for interview. Correspondence and telephone inquiries continued even after the campaign had concluded.

The elements of the profiles were dictated by the information available on the original application letters and requested in the advertisement: age, qualifications and experience. Other items were incorporated into the profiles as they could be interpreted from individual letters and from subsequent contacts, from interview data and from questionnaire items.







## RESIDENT RECRUITMENT AND ORGANIZATION

The organization for the March campaign was undertaken entirely from Edmonton by the resident officer. In August, 1970, approval was given by the South Australian Minister of Education for this officer to recruit secondary teachers in mathematics, the sciences, librarianship and special education. A return economy class air fare was offered to experienced teachers willing to teach for two years in South Australia. On December 14, modifications were approved in line with the categories of teachers being recruited in Great Britain by the itinerant officer. This extended the subject fields to include home economics, women's physical education, English, geography, German and economics in that order of priority. Graduates who had not previously taught were henceforth considered for appointment. In addition, four-year trained elementary teachers could be accepted; but, until mid-March, no air fare was approved for them. Notification of these amendments was not received in Edmonton until mid-January. This was then used as the basis for the March recruitment.

### Resident Recruitment

The Edmonton advertisement in December resulted in an immediate spate of inquiries. Forty interviews were conducted within the first week and inquiries continued at the rate of five per week through March. Most people were not able to consider appointments before July or August and deferred their decisions, even though appointment offers were made. For some who wished to depart immediately, the lack of a teaching contract and of the details for obtaining the air tickets were



barriers to their accepting employment.

This first attempt at organized recruitment provided a "test of the market," as well as of the recruitment facilities. The market was favorable. The volume of inquiry was considered sufficient to warrant an extended campaign by the itinerant recruiter. The problem was to arrange this new recruitment in time to coincide with the recruiter's return journey to Australia, from England, in March.

#### Difficulties in Recruitment

This initial recruitment also revealed serious deficiencies in organization. For a large scale campaign, time was essential to plan the details. This time was not available.

Materials were also lacking. The volume and variety of these prior to mid-March were extremely limited. The Australian Government offices in Canada assisted with general information, but the precise details on teaching facilities and positions, and on housing and general living conditions in South Australia were meagre.

Most pressing of all was the lack of finance allocated in advance for this major recruitment undertaking. Although, ultimately, sixteen hundred dollars was approved for Canadian recruitment, delays in its availability for initial advertising, printing and postage caused considerable embarrassment.

The policy directives regarding categories for employment, the availability of air fares, and the conditions for dependents were altered after the advertisements were inserted. There was no time or money available to insert further advertisements. These two factors in themselves may have affected the inquiries.



The information sheet prepared and distributed to applicants selected for interview attempted to rectify some of these errors. But, it too, contained inaccurate information. Thus, even though the first resident recruitment highlighted severe deficiencies in organization, these were not sufficiently rectified for the March campaign.

### THE MARCH CAMPAIGN

This study is principally concerned with the itinerant campaign in March, 1971. Definite commitment to this was not given until January 26. Initial contact between the resident officer in Canada and the recruiter in the United Kingdom had been made only two weeks previously. Thereafter, contact was hampered by mail strikes. Although South Australia initiated the campaign and suggested an itinerary, the latter was negotiated in telephone conversations between England and Alberta on the eve of submitting the advertisements. This lack of time for detailed planning seriously hampered the effectiveness of the subsequent operation.

#### The Itinerary

The itinerant officer arrived in New York from London on February 24, and briefly visited Washington two days later. The Canadian tour began in Ottawa on Sunday, February 28, but was interrupted by a six-day excursion to Missouri where extensive interviews had also been arranged.

The purpose of the Ottawa visit was intended to provide an orientation for the recruiter through direct contact with the





Australian High Commissioner. However, this purpose was almost entirely thwarted by the number of applicants from the Ottawa area. The one and a half days scheduled for the Canadian capital were consumed by interviews commencing half an hour after arrival on the Sunday afternoon.

Similar interview pressures existed for all the other centers. Table 1 shows the length of time available at each center and the distribution of applicants and those selected for interview. Evening interviews were essential, with weekend interviews in Toronto, Winnipeg and Vancouver.

Early in the campaign it became evident that there were many more qualified applicants than could be accommodated under the time allowed for each center. Although the resident recruitment had shown that an hour was desirable for each interview, the pressure of numbers forced interviews to be scheduled at half hour intervals in each center. This was perhaps the most undesirable feature of the whole tour, as it placed the itinerant recruiter under constant pressure throughout his three weeks in Canada.

#### Advertisements

In the allocation of finances for this campaign, six hundred dollars had been suggested for advertising. The resident officer on advice from the Australian Trade and High Commissions, selected the larger circulation daily newspapers in those centers in which it had been decided to interview. All the advertisements followed a similar pattern to the one illustrated in Appendix A.

The use of a map easily identified the area in which employment





Table 1

Itinerant Interview Locations Showing Length of Stay,  
and Distribution of Applicants and Interviewees

Location	Days for interview	Applicants	Interviewees
Ottawa	1½	65	25
Toronto	3	190	60
Winnipeg	3	115	40
Regina	1½	105	27
Edmonton*	3	135	35
Vancouver	3	77	35
Total	15	687	215

\* In addition, the resident interviewer spent 3 days in Calgary for 30 interviewees and other days in Edmonton with 80 interviewees.



was offered. Specific listing of subject fields attempted to limit inquiries to these categories, but this did not occur. Similarly, many applicants did not refrain from applying although they were not "graduate teachers holding current teaching certificates."

The advertisements may be criticised on other grounds. The conditions of employment were insufficiently detailed, especially in regard to the air fare, living conditions, dependents, and a teaching contract. The latter was often assumed, whereas no such contract existed in South Australia. The stipulation of three years' service, rather than two, for Australians wishing to return home under the free air fare agreement, provided the basis for criticism and unfavorable comparison. The invitation to apply for an interview was also loosely worded. Specific details of the academic subjects, teaching level and subject field, number of dependents, the time most suitable for interview, and the possible date of departure would all have assisted in selecting applicants for interview. To obviate incessant telephone inquiries, a post office box address should have been listed for all recruitment.

The advertisement gave evidence, therefore, of hasty composition. It appeared in all but the Alberta newspapers on February 13, only two weeks before the Ottawa interviews. It could not have been inserted earlier as the itinerary was not known. Time was a serious deterrent.

Cost was also a limiting factor. Table 2 indicates some of the differences in size and cost for similar advertisements. Time also prevented proofs of these advertisements being available for correction or subsequent advertisements being inserted.



Table 2

Source, Date, Size and Cost of Recruitment Advertisements

Source	Location	Date	Number of lines	Size inches	Cost (dollars)	Percentage response*
The Globe and Mail	Ontario	February 13	201	5 x 5	170.85	16.8
Winnipeg Free Press	Manitoba	February 13	201	5 x 5	100.50	10.9
The Leader Post	Saskatchewan	February 13	210	5½ x 5	63.00	7.9
The Sun	British Columbia	February 13	112	3½ x 4	112.00	5.0
The A.T.A. Newsletter	Alberta	March 3	47	6 x 3½	94.00	8.2
Edmonton Journal	Alberta	March 6	70	2½ x 5½	38.50	3.0

\* Percentages of all applicants, but approximately 30% did not indicate the source of the advertisement, and the remainder were categorized as "other sources."



The impact of advertising, and the type of information imparted, were not sufficiently considered, nor was current literature consulted.

#### Response to the Advertisements

The daily analysis of correspondence received during the first month is detailed in Table 3.

The letters of application from each applicant varied considerably. Most applicants provided the required data of age, qualifications and teaching experience. Some applicants merely requested further information and were sent the prepared single-page statement and the printed pamphlet, Teach in South Australia. Many asked a series of questions in this initial inquiry, and, while it was impossible to provide individual replies to all applicants, most were accommodated in this way.

The volume of inquiry was greater than had been anticipated. As interviews had to be selective, it was decided to delay notification for as long as possible so that the optimum number of applications could be considered. This resulted in late advice to applicants, with a consequent decline in the numbers actually presenting for interview.

The method of handling inquiries would have benefited from more time and resources. Initially, all correspondence and selection was undertaken by the resident officer. This became an impossible obligation. Two clerical assistants were employed on a part-time basis to assist in the sorting and mailing. One of these assistants also aided in the selection and scheduling of the applicants for interview. The letter of application provided an inadequate source on which to base such a selection decision. Time prevented more complete details







Table 3

Daily Recruitment Correspondence for One Month,  
Grouped by Interview Center

(N = 675)

Location	February					February					March					March					March		Total	
	15	16	17	18	19	22	23	24	25	26	*	1	2	3	4	5	8	9	10	11	12	15		16
Ottawa	0	4	11	9	3	8	2	6	8	1	1	1	2	0	0	0	2	1	1	3	2	0	0	65
Toronto	8	29	24	19	11	23	5	13	12	3	5	2	3	3	3	3	4	4	3	0	1	1	1	175
Winnipeg	4	31	15	16	11	9	2	5	4	9	10	0	3	3	3	1	2	3	1	0	1	1	0	131
Regina	2	10	11	12	10	8	4	9	4	2	1	6	2	6	2	2	5	3	2	1	1	1	2	99
Edmonton	0	0	3	0	6	0	0	1	1	4	2	1	1	1	2	1	**	22	18	12	15	21	7	135
Vancouver	2	11	9	8	1	6	3	3	3	2	8	3	1	2	1	1	0	2	0	3	1	1	0	70
Daily Totals	16	85	71	64	42	54	16	37	32	21	27	13	12	16	8	31	35	25	19	21	25	***	10	675

\* Itinerant interviews began in Ottawa.

\*\* Alberta advertisements appeared on March 3 and 6.

\*\*\* Correspondence diminished to 10 letters per day through April.



being obtained on a specific application form. This would at least have permitted comparison, in some standardised format, of the qualifications and experience of the applicants.

#### Notification to Applicants

Every letter of application was acknowledged.

Standard letters, Appendix B, were prepared. The applicants selected for interview were informed of the day, time, place, and interviewer. The letter was designated, I/1. An application form and a general information sheet, indicating the documentation required at interview, were included.

Some applicants failed to provide sufficient information and were asked to supplement this if they wished their application to be considered further. This deferment letter was labelled, D/1.

Some applicants with more than the minimum academic qualifications were not allocated an interview during March because of the limited time available. These teachers were asked to submit their transcripts if they wished to be considered for interview at a later date, D/2. An application form was also required. Interviews with officers in the Australian Commissions or with the resident officer were then arranged as circumstances permitted.

Many applicants did not meet the basic requirements. Some of these had applied for teaching in a field other than those advertised, while some did not possess teaching certificates or university degrees. A standard letter politely rejecting their application was sent, D/4.

In any selection process, there are applicants who fall in between those rejected outright and those who should be interviewed for



employment. Such people were informed that their applications had been placed on file for future reference should vacancies occur, but that it was not possible to arrange an interview during the current campaign, D/3.

The period during which applications could be considered was limited by the dates the interviewer was available in each center. Some applications were received after interviews had been conducted in these centers or after the schedules had been filled. Again, these applications were filed and the applicants informed that they could submit application forms and transcripts, D/5.

A few inquiries continued after May. As the resident officer was no longer actively recruiting, replies suggested that these applicants make direct contact with South Australia, R/1.

For the purpose of this study, applicants interviewed by the resident officer during the recruitment activity were categorized separately for analysis from those of the itinerant officer. Most of the former did not correspond but made telephone or personal contact in the Edmonton area.

The final group of applicants were those who received individual replies. In most instances these people were not scheduled for interview.

Those applicants with sufficient qualifications to be selected for interview, who also asked questions in their original letters, did not receive individual replies due to insufficient time and stenographic assistance. It was hoped that the interviewers would be able to provide more complete responses. The questions raised varied from





requests for salary statements and teaching duties, through curricula outlines and educational philosophy and organization, to cost of living, climate, housing, availability of goods, nature of the people and form of government. Each letter was different. Most could have been handled adequately if the range and volume of general literature had been much more extensive and specifically designed to answer questions raised by prospective immigrants.

### Selection

The selection procedure was not rigid, but it was dictated by general policy formulated in South Australia. Initially, recruitment was limited to graduates in mathematics, sciences, home economics, librarianship, women's physical education, English, geography, German, and economics for junior and senior high schools (or their Australian equivalents).

After the advertisement appeared, this list was altered. South Australia requested elementary teachers in large numbers and the incentive of free air travel was then included for them also. Difficulty in assessing applicants in special education resulted in the virtual elimination of this category from interview. Teachers of the social sciences and languages were also no longer in demand in South Australia and were therefore not given preference for interview times.

Selection for interview was also influenced by personal factors revealed in the letters. Preference was given to young, male, experienced teachers as South Australia had requested. As was later confirmed, South Australia preferred not to employ teachers from overseas who were more than forty years old.





For the first time, graduates with no teaching experience, but who met all other requirements, were considered for employment. This was a departure from the two years teaching experience required of teachers recruited in Great Britain, and stipulated in the first Edmonton advertisement in December. Such graduates had to provide evidence not only of good scholarship, but of above average classroom ability during student-teaching practice; often this information was not available prior to interview and thus selection for interview assumed this. For the first time also, such people were offered the free air fare.

Another factor influencing selection for interview was the distance of the applicant from the interview center. Stipulations placed by the applicant on the time and place of interview often placed limitations on the selection process. These factors could not be controlled or avoided. The scheduling of interview times had to be an arbitrary decision, taken in Edmonton, without consultation with either the interviewer or the applicant. There was no way of knowing the extent to which this affected the interview.

All applicants, with the possible exception of wives of teachers, were required to be graduates of a university and to have undertaken at least one year of teacher preparation. Some of those interviewed early in the campaign were offered employment if they had teaching experience in lieu of the latter specification. Elementary teachers were required to have four years university education, including teacher preparation.

The only positions available in South Australia were in either



elementary or secondary schools as "assistants." There were no administrative positions. Specialists, except for teacher-librarians and teachers of the blind and deaf, were not employable as such. In the elementary grades, teachers were expected to teach all subjects, rather than to concentrate in a particular cluster of subjects. These matters were not clearly enunciated in either the advertisement or the literature. They may have influenced the allocation of interview times.

Interview selection or allocation was a complicated procedure. It was undertaken without clear, definite guide-lines. Some of the policies affecting the selection were altered between the time of advertising and the notification of interview. Only after the campaign was half-completed was any indication given of the number of teachers required in specific categories; this, too, probably influenced the allocation and selection for applicants in western Canada. Finally, in an attempt to accommodate as many applicants as possible in each center, interviews were scheduled at half-hourly intervals from 9 a.m. to 9 p.m.

### Interviews

Personal interview of each applicant qualified for appointment was the ultimate goal. The aim of the semi-formal interview was to impart information about South Australia as well as to assess the personal qualities and potential of the applicant. The interviewer endeavoured to present a balanced, honest and realistic picture. He was a public relations officer requiring tact, patience and perseverance, repeating similar facts and opinions to a great variety



of inquirers. It was a different process from interviewing for employment in a local, known situation.

Both the resident officer and the itinerant recruiter had considerable experience in employment interviewing, the former in South Australia, the latter in the United Kingdom. Both were completely familiar with South Australian conditions. Both were conscious of the difficulties and advantages of emigrating overseas with dependents.

Interviews for the campaign were conducted mainly in the hotel suite of the recruiter at each center. In Ottawa and Vancouver the offices of the Australian Government Commissions were generously made available. In Edmonton, the Canada Manpower Center at The University of Alberta provided centralised, convenient facilities. The resident officer also interviewed extensively in his own apartment. The variety of settings for these interviews may have influenced both the applicant and the interviewer. The use of hotel rooms and apartments removed the formal office atmosphere, but may also have had disadvantages.

As with most interviews, information previously acquired was again recorded onto the semi-structured interview sheet. Qualifications and teaching experience were verified, and birth certificates sighted. Photocopies of these documents, together with three personal testimonials were forwarded with the application form and interview report to South Australia. This documentation caused considerable delay during the interview.

The interviewer's main task was to assess the applicant. In overseas employment the academic qualifications were scrutinized not so





much for ratings or percentages as for the scope and applicability of the course content. Similarly, the content and methods in teaching fields were the subject of interviewer inquiry.

The personal characteristics of the applicant were assessed on four variables: speech, personality, appearance and general suitability. These were the categories used for employment interviewing in South Australia. Adjectival comments on areas listed in Chapter 1, were expected to summarize the impression obtained during interview. In overseas recruitment other factors may also impress the interviewer and have relevance for employment. Many unstructured questions and comments arose regarding the applicants' travel experience, the reasons for seeking a position in South Australia, general knowledge of conditions, and their own educational philosophies. The interview was essentially a two-way communication process. The interviewer and the applicant were both being assessed. The interviewer conveyed to the applicant an image of the educational system and of the country.

In nearly every interview, a commitment was required. The interviewer formed his impression and then indicated that he was prepared either to offer employment, or that he could not make an offer, or that an offer would be made if certain conditions were met. Although the original statement to applicants had indicated that the decision regarding employment would be given at or soon after interview, many were hesitant about committing themselves to the acceptance of the offer. A major deterrent was the expectation by the applicant that a formal teaching contract would be signed. Not only was such a contract non-existent, but the agreement covering the air fare was not





available at interview. This, together with uncertainty over the details for travel arrangements and accommodation on arrival, did not increase the favorable impression of the system into which the interviewee was being inducted.

#### Follow-up Procedures

Following the interview the documents, interview report, application form and personal references were mailed to South Australia by the interviewer. It had been understood in Canada that the agreements covering the air fares would be sent to the selected appointees as soon as this documentation was received in Australia, so that air tickets could be issued for an early departure. When the itinerant officer returned, all these papers were awaiting his personal attention. Apparently no arrangements had been made to forward the agreements. These began arriving in Canada in mid-April. As some appointees were scheduled to leave early in May, considerable concern was expressed at this delay. The agreement forms, signed by the applicant, had then to be returned to South Australia for signature by the Minister of Education. Only after this, was an air voucher issued from Adelaide through Qantas Airlines. The early departees received their tickets only a few days prior to departure.

Many applicants raised further questions after their appointment. Personal contact with the resident officer aided those in Alberta but many letters were also received in Edmonton.

The Australian Trade Commission in Vancouver distributed some general migrant literature to western Canadian appointees.

Conditions for travel were fairly rigidly stipulated from South



Australia. Travel by sea was not permitted under the terms of the agreement, although several applicants preferred to finance their own passages by sea rather than be bound to the air schedule. Appointees were also required to leave from San Francisco on a Monday evening flight, with the option of a twenty-four hour stop-over in either Hawaii or Fiji, in order to arrive in Adelaide on a Thursday morning. These arrangements were intended to facilitate reception and general induction programs. There was also no provision made for financial assistance to dependents or for baggage. This particularly affected teachers with families who found it impossible to comply with the regulation forty-four pounds air freight per person for a two-year residency.

The first group of five teachers to arrive in Adelaide from Canada were given wide press and television coverage. They were assigned to schools in the areas of their choice to commence teaching ten days after arrival.

### Summary

The major recruitment campaign took place across Canada during March, 1971. It was hampered throughout by lack of adequate time for planning, notification, and interviewing. The unexpected size of the operation complicated the procedures devised. But the basic weaknesses in communications, advertising, and in the method of application could not have been rectified without considerable advance planning.

The response of well qualified teachers was most encouraging. The interviews were highly successful from a public relations and communications standpoint, and resulted in the eventual employment of



more than seventy-five teachers.

### PROFILE DATA

A profile may be defined as an outline of major characteristics or features, a short, vivid biography. The profile of a group may be obtained by considering certain characteristics of the group.

Teacher profiles normally include not only the general descriptive characteristics of age, sex and marital status, but also years of post-secondary education, length of teaching experience, and subject specialization in teaching and in academic background.

This study has also taken the location of the applicant as a major variable because it was the one factor which was complete and accurate for all applicants. The source of inquiry, possible teaching level desired, applicant opinion about the advertisement and the interview, as well as the data reported by the interviewer were also recorded. A computer program was used for non-parametric analysis of frequency, percentage frequency and some chi-square values.

#### Personal Data

The advertisement asked applicants to state their ages in the initial letter of application. Five-year intervals were selected for grouping the raw age scores into age categories, with twenty-one as the lower and fifty as the upper limits.

Many applicants stated their sex in their first letter. This variable could not be deduced from some letters, with subsequent reductions in the total population.

Marital status was classified similarly, but again, a number of





applicants could not be coded.

### Location

The location of the applicant was taken as the address from which the letter of application originated. Interviews were not conducted in every province and some applicants selected for interview journeyed out of province at their own expense. There was no attempt to establish the place of teaching or the university attended.

### Source

All applicants became aware of the recruitment activity from some relatively limited source. No indication of this source was requested, but this study has attempted to educe the source from the letters and from limited follow-up correspondence and questionnaires. The data were assumed to be indicative only. Alberta, with two media as well as personal contacts, provided especially interesting comparisons for future advertising.

### Educational Data

The educational data were incomplete. It has been assumed that the degrees and diplomas indicated by the applicants were those actually held or about to be completed, and that the candidates did not possess any others. For the subject areas some collapsing and standardization was necessary to code responses from diverse academic fields and from universities with different nomenclature.

Thirteen categories were selected for degree and diploma classification. The major omission was library science which was included in either the Bachelor of Science category if at degree level,



or as a Diploma in Education if taken as post-graduate study. These categories were further collapsed to provide five broad areas for comparison: applicants holding an undergraduate award only; those with a first bachelor's degree; those with two bachelor degrees or a post-graduate diploma, usually in education; those with a master's degree or higher; and those who could not be categorized.

An arbitrary classification was used for the major subject field in the degree as well as for teaching subjects indicated or preferred. The only areas initially collapsed for coding purposes were business education which was included in commerce, and vocational and special education which were included in psychology.

The length of post-secondary education could only be estimated.

Full years of actual teaching experience were considered. For those currently employed, the teaching year 1970-71 was taken as a full year.

The preferred teaching level data were divided into four categories: lower elementary, upper elementary, junior high and senior high.

#### Interview Data

All applicants were notified of the outcome of their original letters of application. Those selected for interview were considered in two groups: those seen by the itinerant recruiter, and those interviewed by the resident officer.

The personal characteristics of the interviewees as perceived by the interviewer were categorized under the headings of speech, personality, appearance, and suitability. For analysis, each



interviewer's comments for each category were subjectively classified on a four point scale as outstanding, good, average, or poor.

During the interview the applicant was requested to state a preference for a country or metropolitan teaching location within South Australia. This preference was neither binding on the applicant nor a guarantee by the interviewer that such an assignment could be obtained.

The salary quoted by the interviewer was based on the South Australian award of January 7, 1971. The interviewer indicated that this award was under review, and that an increase of up to 14 percent was possible. Allowance was given for all verified complete years of teaching experience. The calculation for qualifications was based on the assumption that university degrees awarded in North America were accepted in South Australia.

Data were also recorded on the likely month of arrival. The intention of the whole exercise was to obtain teachers as quickly as possible. The interviewers, therefore, intimated that employment was not likely to be available after September and that the earliest possible departure date was preferred. Some candidates found it impossible to leave Canada by that time and were only given tentative offers for February, 1972, but with no financial assistance for air fares. The effective period for employment was thus May through September, 1971.

The interviewer's decision regarding appointment, and the response of the applicant, were recorded. Appointment data were divided into four categories: an offer of appointment was made; an





appointment was refused; the applicant did not present for interview as scheduled; or the interviewer deferred his decision pending further material.

The response of the applicant was coded to show acceptance of the offer, withdrawal or non-acceptance, lack of notification of the outcome of the interview, or that no decision had been made by the applicant on the response which he should make.

### Questionnaire Opinion

A single page follow-up questionnaire, Appendix B, was mailed on May 22 to 220 people who had originally been notified of an interview. Sixty percent of these questionnaires were returned. Each of the twelve items may not have been applicable to each applicant. Overall, however, there was a 75 percent response to the questions. Space was provided after each item for comment.

The questionnaire was divided into four sections. The first sought information and opinion on the source used for the campaign. The second concentrated on the interview, seeking clarification on the acceptability of the notification period, of the information supplied, of the interview place and time, and of the length of interview. The third section applied to those offered employment and was used to adjust existing records regarding the applicant's decision and the date of departure. A final section for general comment was not tabulated but some of the opinions have been included in the study.

### Summary

The data for this study were obtained from three main sources:





the applicant's initial correspondence, the interview report form, and a follow-up questionnaire. Even with the cross-classification of information there were many items in the profile for which a complete response could not be obtained.

Thirty-three variables were coded for analysis. Some different variables were used to obtain the four profiles: applicant, interview, appointment, and employment. For each, the data were considered by individual variables although they could have been grouped by source, personal, educational, interview, and questionnaire categories. These were not intended to be exclusive or comprehensive; they evolved out of the data originally available.

#### CONCLUDING STATEMENT

A study which stems from a practical exercise rather than a specific research design is faced with a dilemma. In this study the recruitment exercise was subsidiary to the profile of the applicants; but the data available for this profile were obtained only incidentally to that recruitment. The basic task, therefore, was to devise a profile which could utilize the available information to provide as complete a picture as possible of those Canadians who were seeking employment in South Australia. The factors involved in the recruitment imposed limitations on these data, and yet their description was essential for the profile to be seen in perspective.

This chapter has reviewed the organization and the major facets of the recruitment campaign. The role of the resident officer was seen as paramount. The difficulties which arose through limited



communications, finance, time, and facilities have been described. The untiring efforts of the itinerant recruiter, working under extreme pressure, must also be acknowledged. In retrospect, it is easy to find fault, but this campaign resulted in more teachers taking up an appointment in South Australia than did either of the previous campaigns in the United Kingdom.

This chapter has also indicated the sources and the nature of the data used in the profiles. The analysis of this data is the subject of the next chapter.



## Chapter 4

### ANALYSIS OF THE DATA

The profile data have been arranged according to the stages in the recruitment process.

The first profile was obtained from applicants' data and covered ten variables analysed according to location; this was the applicant profile.

The interview profile considered data from the categories on which selection for interview was made.

Eighteen variables were chosen to obtain the appointment profile on the 293 applicants selected for interview. This profile considered the total number selected for interview and also those who were actually interviewed. The latter were analysed according to the outcome of the interview.

The employment profile described the characteristics of those applicants who responded to the offer of appointment.

Additional information obtained during the study was utilized to obtain some interviewer comparisons and applicant opinions.

### APPLICANT PROFILE

The location of the applicant has been taken as the basis for this profile. The source from which the applicant obtained information, his personal characteristics, educational background and teaching experience were the major variables used.





### Location

The initial classification included all Canadian provinces. Thereafter, locations were collapsed to make the data more consistent; a general grouping of Atlantic Provinces incorporated Newfoundland, Nova Scotia, New Brunswick, and Prince Edward Island, while the classification "other" included The North-West Territories, The United States of America, and overseas countries.

Of the 828 applicants in the study, over 59 percent lived in two provinces, Ontario and Alberta. It should not be concluded that these provinces were experiencing a surplus of teacher supply: this may have been a factor, but no evidence was collected to determine the reason for application.

Table 4 shows that British Columbia and the other prairie provinces were represented equally. It also shows that there was very little response from other areas. This distribution may reflect the advertising locations and interview centers listed previously in Table 2.

### Source

The source of information regarding the recruitment activity was not originally requested. Table 5 indicates that 30 percent of the applicants did not supply sufficient information for this item to be categorized.

The relatively large proportion indicating "other sources" resulted from personal inquiry through the resident officer; over 84 percent in this category came from Alberta, where a previous advertisement had appeared.



Table 4  
Distribution of Applicants, Grouped  
by Geographic Location

(N = 828)

Location	Applicants	
	Number	Percentage
Newfoundland	1	0.1
Nova Scotia	7	0.8
New Brunswick	6	0.7
Prince Edward Island	1	0.1
Quebec	13	1.6
Ontario	254	30.7
Manitoba	115	13.9
Saskatchewan	104	12.6
Alberta	235	28.5
British Columbia	77	9.3
North West Territories	4	0.5
United States of America	7	0.8
Other	4	0.5
Total	828	100.0



Table 5  
Information Source for Applicants,  
Grouped by Location

(N = 828)

Source	Contributing location	Numbers per location	Total numbers	Percentage of all applicants
The Globe and Mail	Nova Scotia	3	139	16.8
	New Brunswick	2		
	Prince Edward Island	1		
	Quebec	4		
	Ontario	125		
	Manitoba	1		
	Other sources	3		
Winnipeg Free Press	Ontario	3	90	10.9
	Manitoba	83		
	Saskatchewan	1		
	United States of America	3		
The Leader Post	Saskatchewan	59	65	7.9
	Alberta	3		
The Sun	British Columbia	41	41	5.0
Edmonton Journal	Alberta	25	25	3.0
The A.T.A. Newsletter	Alberta	67	68	8.2
	Other sources	1		
Australian High Commission	Newfoundland	1	55	6.6
	Nova Scotia	1		
	Quebec	5		
	Ontario	28		
	Manitoba	3		
	Saskatchewan	7		
	Alberta	8		
Other sources	British Columbia	3	96	11.6
Source not indicated			249	30.1
Total			828	100.0



Within each category, the provincial newspaper had little influence outside its own province, except for The Globe and Mail in the Atlantic Provinces and overseas.

One important outcome was the high percentage response obtained from The A.T.A. Newsletter, especially as there were two other sources within Alberta. This Alberta Teachers Association publication accounted for 28 percent of all Albertan inquiries, and 8 percent of the total inquiries. Such a response indicated that professional journals or newsletters may be a more effective vehicle than the provincial press for this type of professional advertising.

### Age

Age limits were not specified in the advertisements. Table 6 indicates that 70 percent of all applicants were in the 21-30 age bracket. Alberta had by far the highest percentage in this category. Seven percent of the applicants from Manitoba and from Saskatchewan were 20 years of age or younger.

### Sex and Marital Status

Of every five applicants, three were males. The percentage distribution between the sexes was relatively constant, except for the Atlantic Provinces.

Table 7 shows that single applicants predominated from the Atlantic Provinces and Quebec, in contrast to the unexpected response from married applicants from other areas. Fifty-eight percent of all applicants were married. This percentage implies that overseas recruitment may need to take into account payment of fares for





Table 6  
Total Percentage Distribution of Age Categories  
of Applicants, Grouped by Location

(N = 766)

Location	Age categories as percentages								Total
	<21	21-25	26-30	31-35	36-40	41-45	46-50	>50	
Atlantic Provinces	0.0	1.3	0.1	0.1	0.1	0.0	0.0	0.0	1.7
Quebec	0.1	0.5	0.4	0.0	0.3	0.0	0.1	0.0	1.4
Ontario	1.0	12.8	6.7	4.2	2.7	1.2	0.3	0.5	29.4
Manitoba	0.9	5.9	3.9	1.4	1.0	0.7	0.3	0.0	14.1
Saskatchewan	0.9	6.8	2.2	1.3	0.7	0.3	0.1	0.3	12.5
Alberta	0.1	14.0	7.6	3.7	1.4	0.9	0.9	0.9	29.5
British Columbia	0.1	2.7	3.4	1.8	0.8	0.4	0.4	0.0	9.7
Other	0.0	0.5	0.7	0.1	0.1	0.3	0.0	0.0	1.7
Total N	25	341	191	97	55	28	16	13	766
%	3.3	44.5	24.9	12.7	7.2	3.7	2.1	1.7	100.0



Table 7

Distribution of Applicants by Sex and Marital Status,  
Grouped by Geographic Location

Location	Sex (N = 825)				Marital status (N = 740)			
	Frequency		Percentage frequency		Frequency		Percentage frequency	
	M	F	M	F	S	M	S	M
Atlantic Provinces	6	9	0.7	1.1	12	1	1.6	0.1
Quebec	8	5	1.0	0.6	6	5	0.8	0.7
Ontario	153	98	18.5	11.9	97	118	13.1	15.9
Manitoba	66	49	8.0	5.9	44	60	5.9	8.1
Saskatchewan	66	38	8.0	4.6	37	54	5.0	7.3
Alberta	141	94	17.1	11.4	85	138	11.5	18.6
British Columbia	51	26	6.2	3.2	23	45	3.1	6.1
Other	10	5	1.2	0.6	6	9	0.8	1.2
Totals	501	324	60.7	39.3	310	430	41.9	58.1



dependents, housing provisions, and a settlement and transport allowance. No information was obtained on the number of dependents. The interviewers' comments suggested that many applicants were in their mid-thirties with two or three children of school age.

### Academic Qualifications

Table 8 summarizes the academic qualifications listed by the applicants. Six percent did not indicate their degrees or diplomas.

Bachelors' degrees or higher were held by 80 percent of all applicants. Post-graduate diplomas or second degrees were held by 27 percent. The high figure for bachelors degrees in Alberta might have resulted from the Bachelor of Education being a four year undergraduate award.

Twenty-four percent of applicants from Ontario held an undergraduate award only. This figure might have been conditioned by non-university teacher preparation programs in that province.

In some cases, wives of teachers might have applied with less than the minimum requirements, and this would have inflated the 13.5 percent of total applicants without degrees.

### Academic Subjects

Elementary education was listed as the predominant "subject" area within the academic preparation of the applicants. An English major was claimed by 20 percent of the applicants.

One ninth of all applicants had a mathematics major. Of the other subjects, only physical education, chemistry and history provided more than five percent of the total number of applicants.





Table 8

Distribution of Academic Qualifications of Applicants, Grouped by Location

(N = 828)

Location	Frequency					Percentage frequency								
	Category*	1	2	3	4	5	Total	Category*	1	2	3	4	5	Total
Atlantic Provinces	2	9	3	1	0	15			0.2	1.1	0.4	0.1	0.0	1.8
Quebec	4	3	5	1	0	13			0.5	0.4	0.6	0.1	0.0	1.6
Ontario	62	61	82	43	6	254			7.5	7.4	9.9	5.2	0.7	30.7
Manitoba	12	52	29	9	13	115			1.4	6.3	3.5	1.1	1.6	13.9
Saskatchewan	10	57	15	6	16	104			1.2	6.9	1.8	0.7	1.9	12.6
Alberta	15	114	65	29	12	235			1.8	13.8	7.9	3.5	1.4	28.4
British Columbia	6	24	25	14	8	77			0.7	2.9	3.0	1.7	1.0	9.3
Other	1	4	3	7	0	15			0.1	0.5	0.4	0.8	0.0	1.8
Total	112	324	227	110	55	828			13.5	39.1	27.4	13.3	6.6	100.0

\* Category 1: Less than Bachelor's degree.  
2: Bachelor's degree only.  
3: Post-graduate diploma or second degree.  
4: Master's or Ph.D. degree.  
5: Qualifications not indicated.



### Years of Education

The typical applicant was credited with four or five years of post-secondary education. Table 9 also indicates that only 14 percent had less than three years study.

### Employment Categories

Four categories for employment were delineated. A fifth category, "other" was required for analysis. Table 10 shows this analysis for applicants according to province.

The advertisement emphasised experience in mathematics, the sciences, home economics, women's physical education, English, and school librarianship. Nearly 35 percent indicated ability or specialization in all but the last two of these areas.

The next highest category of applicants came from elementary teachers, in spite of the incorrectly advertised information that no air fare would be provided for them.

### Years of Teaching Experience

Table 11 provides a breakdown of the years of teaching experience according to province. Over 30 percent were completing their university courses.

Almost one third of the applicants had one, two or three years experience.

Nearly 9 percent of applicants had twelve or more years of teaching experience.

### Summary of the Applicant Profile

On this data, the applicant came from either Ontario or



Table 9

Distribution of Number of Years of Post-Secondary Education of Applicants,  
Grouped by Location

(N = 814)

Location	Frequency							Percentage frequency						
	<3	3	4	5	6	>6	Total	<3	3	4	5	6	>6	Total
Atlantic Provinces	2	2	2	8	1	0	15	0.2	0.2	0.2	1.0	0.1	0.0	1.8
Quebec	4	0	5	3	0	1	13	0.5	0.0	0.6	0.4	0.0	0.1	1.6
Ontario	66	27	93	39	19	9	253	8.1	3.3	11.4	4.8	2.3	1.1	31.1
Manitoba	17	23	40	25	7	3	115	2.1	2.8	4.9	3.1	0.9	0.4	14.1
Saskatchewan	18	13	43	24	5	0	103	2.2	1.6	5.3	2.9	0.6	0.0	12.7
Alberta	6	25	121	41	25	13	231	0.7	3.1	14.9	5.0	3.1	1.6	28.4
British Columbia	3	7	31	15	7	6	69	0.4	0.9	3.8	1.8	0.9	0.7	8.5
Other	1	3	4	4	1	2	15	0.1	0.4	0.5	0.5	0.1	0.2	1.8
Total	117	100	339	159	65	34	814	14.3	12.3	41.6	19.5	8.0	4.2	100.0



Table 10

Distribution of Employment Categories of Applicants, Grouped by Location

(N = 814)

Location	Frequency					Percentage frequency								
	Category*	1	2	3	4	5	Total	Category*	1	2	3	4	5	Total
Atlantic Provinces		10	0	1	1	2	14		1.2	0.0	0.1	0.1	0.2	1.7
Quebec		5	0	4	3	1	13		0.6	0.0	0.5	0.4	0.1	1.6
Ontario		70	0	46	74	59	249		8.6	0.0	5.7	9.1	7.2	30.6
Manitoba		41	5	32	21	14	113		5.0	0.6	3.9	2.6	1.7	13.9
Saskatchewan		34	2	19	28	21	104		4.2	0.2	2.3	3.4	2.6	12.8
Alberta		88	10	41	55	36	130		10.8	1.2	5.0	6.8	4.4	28.3
British Columbia		30	4	17	15	10	76		3.7	0.5	2.1	1.8	1.2	9.3
Other		4	1	1	5	4	15		0.5	0.1	0.1	0.6	0.5	1.8
Totals		282	22	161	202	147	814		34.6	2.7	19.8	24.8	18.1	100.0

\* Category 1: Mathematics, physics, chemistry, home economics, and physical education (women).  
2: School librarianship, special education.  
3: English, German, geography.  
4: Elementary education.  
5: Other.





Table 11  
Distribution of Length of Teaching Experience of Applicants, Grouped by Location  
(N = 805)

Location	Frequency																Percentage frequency												
	0	1	2	3	4	5	6	7	8	9	10	11	12	Total N	0	1	2	3	4	5	6	7	8	9	10	11	12	Total %	
Atlantic Provinces	10	1	2	1	0	0	1	0	0	0	0	0	0	15	1.2	0.1	0.2	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9
Quebec	2	1	1	0	1	2	0	0	0	1	1	0	1	10	0.2	0.1	0.1	0.0	0.1	0.2	0.0	0.0	0.0	0.1	0.1	0.0	0.1	1.2	
Ontario	71	14	33	22	13	11	19	9	11	8	8	2	24	245	8.8	1.7	4.1	2.7	1.6	1.4	2.4	1.1	1.4	1.0	1.0	0.2	3.0	30.4	
Manitoba	29	5	14	15	11	5	8	6	4	5	5	0	7	114	3.6	0.6	1.7	1.9	1.4	0.6	1.0	0.7	0.5	0.6	0.6	0.0	0.9	14.2	
Saskatchewan	49	9	12	6	4	2	2	6	2	2	1	1	7	103	6.1	1.1	1.5	0.7	0.5	0.2	0.2	0.7	0.2	0.2	0.1	0.1	0.9	12.8	
Alberta	70	27	21	23	20	14	4	9	5	3	10	2	22	230	8.7	3.4	2.6	2.9	2.5	1.7	0.5	1.1	0.6	0.4	1.2	0.2	2.7	28.6	
British Columbia	22	6	11	6	3	5	1	6	2	1	3	1	7	74	2.7	0.7	1.4	0.7	0.4	0.6	0.1	0.7	0.2	0.1	0.4	0.1	0.9	9.2	
Other	2	1	1	0	0	2	0	2	0	3	0	0	3	14	0.2	0.1	0.1	0.0	0.0	0.2	0.0	0.2	0.0	0.4	0.0	0.0	0.4	1.7	
Total	255	64	95	73	52	41	35	38	24	23	28	6	71	805	31.7	8.0	11.8	9.1	6.5	5.1	4.3	4.7	3.0	2.9	3.5	0.7	8.8	100.0	



Alberta. A married man between 21 and 25 years of age, he probably learned of the recruitment from The Globe and Mail or from The A.T.A. Newsletter. A graduate with at least four years of post-secondary education, he may have not yet taught; if he had, there was more likelihood that he had less than four years experience. He was either an elementary teacher or a secondary specialist in mathematics or science.

#### INTERVIEW PROFILE

Seven categories were used initially for the selection process and these have been identified in Table 12 for analysis by location. This categorization also provided a pool of applicants who could be interviewed at a later stage.

For analysis, these seven categories were collapsed to four: interview-itinerant, interview-resident, file, and reject. The first two showed differences in applicants allocated to each of the interviewers.

Interviews were scheduled for 40.2 percent of the applicants. Of these, the itinerant interviewer was allocated 225, or 27.2 percent of the total. By contrast, only 23.2 percent were rejected outright on their initial letters of application. The remainder were placed in one of several "on file" categories.

#### Location

Table 12 summarizes the selection according to location.

None of the fifteen applicants from the Atlantic Provinces was selected for interview, but almost all of these, as well as those in



Table 12

Distribution of Selection Categories for Applicants'  
Initial Correspondence, Considered by Location

(N = 828)

Location	Frequencies							Percentage frequency								
	Category*							Total	Category*							
	1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total
Atlantic Provinces	0	0	7	4	0	2	2	15	0.0	0.0	0.8	0.5	0.0	0.2	0.2	1.8
Quebec	8	0	1	3	0	0	1	13	1.0	0.0	0.1	0.4	0.0	0.0	0.1	1.6
Ontario	76	0	20	18	32	8	100	254	9.2	0.0	2.4	2.2	3.9	1.0	12.1	30.7
Manitoba	39	0	1	5	33	0	37	115	4.7	0.0	0.1	0.6	4.0	0.0	4.5	13.9
Saskatchewan	27	6	3	5	33	2	28	104	3.3	0.7	0.4	0.6	4.0	0.2	3.4	12.6
Alberta	38	101	27	17	32	4	16	235	4.6	12.2	3.3	2.1	3.9	0.5	1.9	28.4
British Columbia	36	0	7	1	18	7	8	77	4.3	0.0	0.8	0.1	2.2	0.8	1.0	9.3
Other	1	1	13	0	0	0	0	15	0.1	0.1	1.6	0.0	0.0	0.0	0.0	1.8
Totals	225	108	79	53	148	23	192	828	27.2	13.0	9.5	6.4	17.9	2.8	23.2	100.0

\* Category 1: Interview - to be conducted by itinerant interviewer.  
2: Interview - to be conducted by resident interviewer.  
3: Personal letter to applicant.  
4: Insufficient information from applicant.  
5: Place on file.  
6: Late applications.  
7: Reject outright.





the "other" location category, received personal letters.

The percentage of applicants rejected was much higher for Ontario than for other areas. This rejection might have resulted from insufficient time for interview, rather than from paucity of qualifications.

Of the applicants selected for interview, 16.8 percent were from Alberta.

A very low percentage of applicants was rejected from British Columbia in comparison to the numbers scheduled for interview.

The resident interviewer concentrated on Albertans and the few from Saskatchewan and the North-West Territories who were able to travel to Edmonton.

The sole interviewer outside Alberta was the itinerant officer. He also interviewed 4.6 percent of the applicants in Alberta.

### Age

From the 766 for whom age categories could be ascertained, 42 percent were selected for interview, and 36 percent placed on file.

Of those rejected, 11 percent were over forty years of age and 13 percent were under twenty-one. Nearly 10 percent of those placed on file were also in these age groupings.

The 21-25 age group contained 44 percent of all applicants. In this category, 20 percent were selected for interview.

For the itinerant interviewer, 43 percent were 21-25 years of age and 35 percent were in the next bracket. For the resident interviewer, 58 percent were in the former, and 23 percent were in the latter age groupings.



Table 13

Distribution of Age Groups of Applicants, According to  
Collapsed Selection Categories

(N = 766)

Frequencies										Percentage frequency								
Selection	<21	21-25	26-30	31-35	36-40	41-45	46-50	>50	Total	<21	21-25	26-30	31-35	36-40	41-45	46-50	>50	Total
Interview																		
Itinerant	1	92	74	30	11	4	1	0	213	0.1	12.0	9.7	3.9	1.4	0.5	0.1	0.0	27.8
Resident	1	63	25	10	3	2	2	2	108	0.1	8.2	3.3	1.3	0.4	0.3	0.3	0.3	14.1
File	1	114	68	40	26	15	8	4	276	0.1	14.8	8.9	5.2	3.4	1.9	1.1	0.5	35.9
Reject	22	72	24	17	15	7	5	7	169	2.9	9.4	3.1	2.2	2.0	0.9	0.7	0.9	22.1
Totals	25	341	191	97	55	28	16	13	766	3.2	44.4	25.0	12.8	7.2	3.6	2.2	1.7	100.0



### Sex and Marital Status

The total percentages of 60.7 for males and 39.3 for females did not vary by more than 10 percent for any selection category.

Similarly, the percentage of single and married applicants in all categories except rejection, approximated the total percentages as detailed in Table 14.

### Academic Qualifications

Of those applicants who were notified of an interview, only 7 percent had less than a first degree, and these were often wives of teachers who were also keen to teach in South Australia. Masters' degrees or doctorates were held by 15 percent, while 30 percent of the applicants held a second degree or post-graduate diploma.

Failure to list formal qualifications accounted for one fifth of the rejections. Only 10 percent of all applicants who held bachelor degrees or higher were rejected outright.

### Academic Subjects and Teaching Fields

Elementary education again predominated as the "subject" area of preparation. However, more from this category were rejected outright than from any other single subject field.

A greater percentage of applicants in biological sciences, mathematics, physical sciences, and home economics were selected for interview than were rejected or placed on file.

The same subjects predominated in the teaching fields as for the academic majors. The proportions also, were similar, with slightly more applicants with elementary teaching. More teachers indicated an interest in teaching general science, in comparison to those who had



Table 14

Distribution of Applicants by Sex and Marital Status,  
Grouped for Selection Categories

Selection category	Sex (N = 825)				Marital status (N = 740)			
	Frequency		Percentage frequency		Frequency		Percentage frequency	
	Male	Female	Male	Female	Single	Married	Single	Married
Interview								
Itinerant*	146	79	17.7	9.6	80	130	10.8	17.6
Resident*	60	48	7.3	5.8	49	58	6.6	7.8
File	206	96	24.9	11.7	93	166	12.6	22.4
Reject	89	101	10.8	12.2	88	76	11.9	10.3
Totals	501	324	60.7	39.3	310	430	41.9	58.1

$$*\chi^2 = 2.694$$

$$df = 1$$

$$p = 0.10$$

$$*\chi^2 = 1.741$$

$$df = 1$$

$$p = 0.19$$





Table 15

Academic Qualifications of Applicants Distributed by Selection Categories

(N = 828)

Selection category	Frequencies					Percentage frequency								
	Category*	1	2	3	4	5	Total	Category*	1	2	3	4	5	Total
Interview Itinerant**		11	99	69	42	4	225		1.3	12.0	8.3	5.1	0.5	27.2
Resident**		6	58	32	10	2	108		0.7	7.0	3.9	1.2	0.2	13.0
File		27	127	97	43	9	303		3.3	15.4	11.6	5.2	1.1	36.6
Reject		68	40	29	15	40	192		8.2	4.8	3.5	1.8	4.8	23.2
Total		112	324	227	110	55	828		13.5	39.2	27.3	13.3	6.4	100.0

- \* Category 1: Less than Bachelor's degree.  
2: Bachelor degree only.  
3: Post-graduate diploma or second degree.  
4: Master's or Ph.D. degree.  
5: No academic award indicated.

\*\*  $\chi^2 = 7.836$ , df = 5, p = 0.17.



studied specific scientific disciplines such as physics or chemistry.

The distribution of these teaching subjects by allocation to each interviewer is provided in Table 16.

#### Years of Teaching Experience

Of the applicants selected for interview, 29 percent had no teaching experience. Analysed for each interviewer, 24 percent were in this category for the itinerant recruiter, while 40 percent of those seen by the resident officer had no teaching experience.

Thirty-eight percent of those rejected outright had not taught.

A single classification was used for applicants with more than eleven years experience.

Whether in the interview, file or rejected categories, applicants were distributed fairly evenly.

#### Employment Categories

Fifty-two percent of those selected for interview were in the "first priority" category of mathematics, science, home economics and women's physical education.

Of those rejected, 44 percent were elementary teachers.

#### Teaching Level

Although the data were restricted to those interviewed, the level of teaching desired was predominantly junior high, as shown in Table 17. This was particularly true for the itinerant interviewer, whereas the resident officer received a more even distribution of applicants for all four teaching levels.



Table 16

Interviewer Distribution According to Teaching Subject  
Area Preferred, by Applicants Selected for Interview

(N = 329)

Teaching subjects (collapsed)	Interviewer					
	Itinerant*		Resident*		Total	
	f	%f	f	%f	f	%
Elementary	46	20.8	35	32.4	81	24.6
English	37	16.7	13	12.0	50	15.2
Biology	7	3.2	6	5.6	13	3.9
Mathematics	38	17.2	14	13.0	52	15.8
Chemistry	17	7.7	10	9.3	27	8.2
Physics	19	8.6	1	0.9	20	6.1
Science	12	5.4	4	3.7	16	4.9
Library Science	11	5.0	2	1.9	13	4.0
Physical Education	15	6.8	6	5.6	21	6.4
Social Studies	7	3.2	5	4.7	12	3.6
Home Economics	9	4.1	3	2.8	12	3.6
Other	3	1.5	9	8.4	12	3.6
Total	221	67.2	108	32.8	329	100.0

\* $\chi^2$  on all teaching subjects = 35.05

df = 19

p = 0.0137





Table 17

Distribution of Selection Categories of Interviewees,  
According to Teaching Level Desired

(N = 222)

Interview selection	Teaching level				Total
	Lower elementary	Upper elementary	Junior high	Senior high	
Itinerant	8	22	81	13	124
Resident	4	28	47	19	98
Total	12	50	128	32	222



### Summary of the Interview Profile

The interview profile appeared basically similar to the applicant profile. Age, sex and marital status remained similar for all selection categories. However, most of the applicants selected for interview came from Alberta. Academically, the possession of particular qualifications did not affect the category of selection. The percentage of applicants with higher qualifications who were rejected was the same as the percentage granted interviews. In both teaching and academic subjects, elementary teachers predominated.

The applicant selected for interview was likely to be 21 to 25 years of age, male, married, with a degree but no teaching experience. His preparation had been for the elementary level or in mathematics or science at the secondary level. He preferred to teach at the junior high level and probably came from Alberta.

The rejected applicant, a single female, was more likely to have come from Ontario, not to have stated her academic qualifications or to have had less than the required degree. Her studies were in fields other than mathematics, sciences, English or physical education. She was probably an elementary teacher who preferred to teach at the junior high level.

### APPOINTMENT PROFILE

The next stage in the recruitment process involved the selected applicant in an interview. During, or shortly after the interview, the interviewer indicated his decision.

The data have been considered under four categories for this appointment decision: an offer of appointment, no offer of appointment,



the decision deferred pending further requirements from the applicant or advice from South Australia, and those applicants who did not present themselves for interview.

The total population considered in this segment was 293. Of these, 170 were offered an appointment, 59 were not offered an appointment, 9 were in the deferred category, while 55 did not present for interview.

#### Location

Alberta was represented by 28 percent of the total population. Table 18 shows that Alberta also had the highest percentages in the other three categories of not offered, not interviewed and deferred.

All eight teachers from Quebec reported for interview and six were offered appointments. Ontario and Alberta had 30 percent who did not arrive for the interview.

#### Source

The "other sources" category accounted for twice as many people as any other single category. This may be explained by the large numbers who received personal contact in Alberta.

The number of unidentified sources was reduced to 14 percent from the initial 30 percent for all applicants.

Two newspapers, The Globe and Mail and the Winnipeg Free Press, showed a decline in overall percentage of appointees to applicants, cf. Tables 19 and 5. However, The A.T.A. Newsletter and "Other Sources" showed a marked increase.

Of those offered a position, 17.7 percent of the total



Table 18

Location of Interviewees Distributed According to Outcome of the Interview

(N = 293)

Location	Frequency		Percentage frequency			
	Offered	Not offered interviewed	Deferred	Total	Offered	Not interviewed
Atlantic Provinces	0	0	0	0	0.0	0.0
Quebec	6	2	0	8	2.0	0.7
Ontario	31	11	16	58	10.6	3.8
Manitoba	17	8	7	33	5.8	2.7
Saskatchewan	22	5	4	31	7.5	1.7
Alberta	82	30	17	134	28.0	10.2
British Columbia	11	3	11	28	3.8	1.0
Other	1	0	0	1	0.3	0.0
Total	170	59	55	293	58.0	20.1
					18.8	3.1
					100.0	





Table 19

Distribution of Appointment Outcomes According to Source

(N = 293)

Source	Frequency					Percentage frequency				
	Not interviewed					Not interviewed				
	Offered	Not offered	Deferred	Total		Offered	Not offered	Deferred	Total	
The Globe and Mail	16	6	13	0	35	5.5	2.0	4.4	0.0	11.9
Winnipeg Free Press	14	6	5	1	26	4.8	2.0	1.7	0.3	8.9
The Leader Post	15	4	4	0	23	5.1	1.4	1.4	0.0	7.8
The Sun	8	3	7	3	21	2.7	1.0	2.4	1.0	7.2
Edmonton Journal	7	4	1	0	12	2.4	1.4	0.3	0.0	4.1
The A.T.A. Newsletter	21	3	12	3	39	7.2	1.0	4.1	1.0	13.3
Australian High Commission	13	4	3	0	20	4.4	1.4	1.0	0.0	6.8
Other*	52	24	1	0	77	17.7	8.2	0.3	0.0	26.3
No source indicated	24	5	9	2	40	8.2	1.7	3.1	0.7	13.7
Totals	170	59	55	9	293	58.0	20.1	18.8	3.1	100.0

\* Mainly from Edmonton through December advertising, personal contact and the Canada Manpower Center at The University of Alberta.



population were from "Other sources," 7.2 percent from The A.T.A. Newsletter and 5.5 percent from The Globe and Mail.

### Age

In comparison with the applicant profile, the percentages in each age grouping were lower except for the 21-25 and 26-30 age categories. Table 20 shows the pattern for all appointment categories used.

Of all those considered for appointment, 49 percent were in the 21-25 year grouping. Eighty-five percent of all those actually offered employment were in the age range 21-30. Thus, the applicant profile had been considerably skewed towards the younger age range.

### Sex and Marital Status

The approximate 60:40 ratio of men to women in the applicant profile was slightly increased for the appointment population. This became 64:36 ratio for those actually offered an appointment.

The total ratio of 40:60 of single to married for the appointment categories remained similar to the general applicant population.

### Academic Qualifications

Again, there was a shift in emphasis from the applicant profile. Although 4 percent of the total were offered appointment with less than a degree, 80 percent of those offered appointment had a first degree and/or a post-graduate diploma. An additional 13 percent held post-graduate degrees.

Table 22 shows that 12 percent of all those selected for



Table 20

Distribution of Appointment Outcomes According to Age Categories

(N = 286)

Age categories	Frequency				Percentage frequency			
	Offered	Not offered	Not interviewed	Deferred	Total	Offered	Not offered	Not interviewed
<21	1	1	0	0	2	0.3	0.3	0.0
21 - 25	92	29	16	3	140	32.2	10.1	5.6
26 - 30	51	12	19	6	88	17.8	4.2	6.6
31 - 35	15	9	11	0	35	5.2	3.1	3.8
36 - 40	7	3	2	0	12	2.4	1.0	0.7
41 - 45	1	1	2	0	4	0.3	0.3	0.7
46 - 50	2	1	0	0	3	0.7	0.3	0.0
>50	0	2	0	0	2	0.0	0.7	0.0
Total	169	58	50	9	286	59.1	20.3	17.5



Table 21

Distribution of Interviewees by Sex and Marital Status,  
Grouped by Outcome of Interviews

Appointment	Sex (N = 286)				Marital status (N = 287)			
	Frequency		Percentage frequency		Frequency		Percentage frequency	
	Male	Female	Male	Female	Single	Married	Single	Married
Offered*	108	62	36.9	21.2	66	102	23.0	35.5
Not offered*	35	24	11.9	8.2	27	32	9.4	11.1
Not interviewed	33	22	11.3	7.5	21	31	7.3	10.8
Deferred	6	3	2.0	1.0	2	6	0.7	2.1
Total	182	111	62.1	37.9	116	171	40.4	59.6

\* $\chi^2 = 0.331$ , df = 1, p = 0.57

\* $\chi^2 = 0.757$ , df = 1, p = 0.38





Table 22

Distribution of Appointment Outcomes According to Qualifications

(N = 293)

Academic qualifications	Frequency					Percentage frequency		
	*Offered	*Not offered	interviewed	Deferred	Total	Offered	Not interviewed	Deferred Total
Undergraduate	10	3	4	0	17	3.4	1.0	0.0
Bachelor degree only	71	35	26	5	137	24.2	11.9	1.7
Post-graduate	65	6	18	2	91	22.1	2.0	0.7
Ph.D. or Master's degree	22	13	6	2	43	7.5	4.4	0.7
Not indicated	2	2	1	0	5	0.7	0.7	0.0
Total	170	79	55	9	293	58.0	20.1	3.1
								100.0

\* $\chi^2 = 17.729$ , df = 5, p = 0.01



interview were refused appointment even though they had first degrees. Only six people holding degrees and diplomas in education were rejected at this stage.

#### Years of Education

Table 23 shows that only seventeen people with less than four years university education were offered employment. Over half the population, as well as 57 percent of those finally offered an appointment, were credited with four years. Those with six or more years presumably had masters' degrees or doctorates; 6 percent of the total, who were in this category, were offered employment.

It cannot be concluded that those with the most years of education were hired more often than others. All that can be claimed is that applicants with less than four years had little likelihood of securing an interview or an offer unless they were wives of teachers already scheduled.

#### Major Academic Subjects and Teaching Fields

Twenty-three subjects were originally identified for the 288 people. The subjects were reduced to thirteen fields which have been presented in Table 24. With such a range of subjects the distribution was fairly even for all but the four major fields: elementary, mathematics, English, and chemistry. In these, and in most other fields, over 55 percent of applicants were made an offer.

Of those offered an appointment, 18 percent had elementary training, 17 percent majored in English, and 14 percent in mathematics.

These figures provided interesting comparisons with the



Table 23

Distribution of Appointment Outcomes Grouped According to Years of Education

(N = 291)

Years of education	Frequency					Percentage frequency			
	Offered	Not offered	Not interviewed	Deferred	Total	Offered	Not offered	Not interviewed	Deferred
<3	5	4	3	0	12	1.7	1.4	1.0	0.0
3	12	6	6	0	24	4.1	2.1	2.1	0.0
4	97	27	24	6	154	33.3	9.3	8.2	2.1
5	36	8	17	1	62	12.4	2.7	5.8	0.3
6	14	9	3	1	27	4.8	3.1	1.0	0.3
>6	5	5	1	1	12	1.7	1.7	0.3	0.3
Total	169	59	54	9	291	58.1	20.3	18.6	3.1

88

100.0



Table 24

## Appointment Outcomes Distributed According to University Subjects

(N = 288)

Subject specialization	Frequency				Total	Percentage frequency				
	Not		Not			Not		Not		
	Offered	interviewed	Deferred	Total		Offered	interviewed	Deferred	Total	
Elementary	30	4	12	0	46	10.4	1.4	4.2	0.0	16.0
English	28	7	5	1	41	9.7	2.4	1.7	0.3	14.2
Social Studies	13	5	3	0	21	4.5	1.7	0.9	0.0	7.2
French	1	1	0	1	3	0.3	0.3	0.0	0.3	1.0
Art	1	2	1	0	4	0.3	0.7	0.3	0.0	1.4
Social Science	10	3	2	0	15	3.5	1.0	0.7	0.0	4.2
Biological Sciences	12	6	1	3	22	4.6	2.0	0.3	1.0	7.9
Mathematics	24	8	10	1	43	8.3	2.8	3.5	0.3	14.9
Physical Sciences	32	11	10	0	53	11.1	3.8	3.5	0.0	18.4
Commerce	1	0	0	0	1	0.3	0.0	0.0	0.0	0.3
Home Economics	4	3	3	1	11	1.4	1.0	1.0	0.3	3.8
Physical Education	10	4	4	1	19	3.5	1.4	1.4	0.3	6.6
Library Science	3	3	2	1	9	1.0	1.0	0.7	0.3	3.1
Total	169	57	53	9	288	58.7	19.8	18.4	3.1	100.0





nineteen teaching subject fields categorized in Table 25. Elementary teachers accounted for 25 percent of the 290 allotted an interview, and comprised 30 percent of those finally offered an appointment. Nearly twice as many elementary teachers were considered as those in the nearest fields of secondary English and mathematics. As with the academic qualifications, more mathematics teachers were rejected than any other teaching category in spite of the demand for their services.

### Teaching Level

The previous section indicated that more teachers with elementary training and experience had been offered employment than any other subject specialization. The interviewees' preferences for teaching level, however, favored junior high twice as frequently as any other level.

Table 26 shows that at the junior high level, 16 percent of the total population were refused, and this represented 73 percent of all those rejected at this stage. Even more striking, was the rejection of only one out of twelve persons interviewed for the lower elementary level.

This suggested that, although junior high was the more popular level for application, the interviewers may have favored other levels when offering employment.

### Years of Teaching

A similar pattern was followed in this variable to those observed in the applicant and interview profiles. Of the total percentages of those selected for interview, 29 percent had no teaching



Table 25

## Appointment Outcomes Distributed According to Teaching Subject Preference

(N = 290)

Teaching subject	Frequency				Percentage frequency					
	Offered		Not interviewed		Offered		Not interviewed			
	Total	Deferred	Total	Deferred	Total	Deferred	Total	Deferred		
Elementary	15	6	15	2	74	17.6	2.1	5.2	0.7	25.5
English	30	7	6	0	43	10.3	2.4	2.1	0.0	14.8
Social Studies	6	3	1	0	10	2.0	1.0	0.3	0.0	3.4
French	1	1	0	1	3	0.3	0.3	0.0	0.3	1.0
Art	0	3	0	0	3	0.0	1.0	0.0	0.0	1.0
Psychology	1	2	1	0	4	0.3	0.7	0.3	0.0	1.4
Biology	6	4	1	1	12	2.1	1.4	0.3	0.3	4.1
Mathematics	25	10	10	1	46	8.6	3.4	3.4	0.3	15.8
Chemistry	15	5	4	0	24	5.2	1.7	1.4	0.0	8.3
Physics	7	4	6	0	17	2.4	1.4	2.1	0.0	5.9
Science	12	2	0	2	16	4.1	0.7	0.0	0.7	5.5
Home Economics	4	3	3	1	11	1.4	1.0	1.0	0.3	3.8
Physical Education	9	4	4	0	17	3.1	1.4	1.4	0.0	5.9
Library Science	3	3	3	1	10	1.0	1.0	1.0	0.3	3.4
Total	170	57	54	9	290	58.6	19.7	18.6	3.1	100.0



Table 26  
Appointment Outcomes According to Level of Teaching Desired  
(N = 218)

Teaching level	Frequency				Percentage frequency		
	*Offered	*Not offered	Deferred	Total	Offered	Not offered	Deferred
Lower elementary	11	1	0	12	5.0	0.5	0.0
Upper elementary	41	6	1	48	18.8	2.8	0.5
Junior high	87	35	4	126	39.9	16.1	1.8
Senior high	26	6	0	32	11.9	2.8	0.0
Total	165	48	5	218	75.7	22.0	2.3

92

100.0

\* $\chi^2 = 6.865$ , df = 3, p = 0.08



experience, 15 percent had two years, and 11 percent were in their first year, with 9 percent in their fourth.

Among those offered an appointment, 32 percent were without practical experience and another 34 percent had three years or less. By far the largest proportion of those rejected had not taught in the classroom. The distributions over all years of teaching experience were analysed in Table 27.

### Personal Factors

Four personal factors, speech, personality, appearance, and suitability, were listed for comment on the interview form, Appendix C. For this study of the 217 interviewees, the adjectival assessments for each factor were assigned four categories: outstanding, good, average, and poor. The analysis of these factors according to each interviewer is contained in Table 28.

Speech. A normal distribution curve could be drawn for the total percentages of interviewees. However, 55 percent of those offered appointment and 62 percent of those rejected were considered to have "average" speech qualities.

Personality. There was an even more marked emphasis on good and outstanding categories for those offered appointment. Those rejected, although skewed to the right on a graphed distribution curve, provided a flatter curve than a normal distribution.

Appearance. The appearance data resembled the speech factors. The tendency of the interviewers was towards non-committal or nondescript comments which could seldom be interpreted other than as "average."

Suitability. The ratings on suitability were similar to the









Table 28

Distribution of the Interviewers' Assessment of  
the Interviewees' Personal Qualities

(N = 217)

	Assessment of personal qualities				
Interviewer	Outstanding	Good	Average	Poor	Total
SPEECH					
Itinerant	2	21	90	4	117
Resident	13	55	30	2	100
Total N	15	76	120	6	217
%	6.9	35.0	55.3	2.8	100.0
$\chi^2 = 52.937, df = 3, p = 0.01$					
PERSONALITY					
Itinerant	10	52	44	11	117
Resident	18	61	19	2	100
Total N	28	113	63	13	217
%	12.9	52.1	29.0	6.0	100.0
$\chi^2 = 17.932, df = 3, p = 0.01$					
APPEARANCE					
Itinerant	3	36	72	6	117
Resident	15	41	42	2	100
Total N	18	77	114	8	217
%	8.3	35.5	52.5	3.7	100.0
$\chi^2 = 16.992, df = 3, p = 0.01$					
SUITABILITY					
Itinerant	12	51	47	7	117
Resident	20	55	22	3	100
Total N	32	106	69	10	217
%	14.8	48.6	31.9	4.6	100.0
$\chi^2 = 11.322, df = 3, p = 0.01$					



personality pattern. There was a definite preference towards outstanding qualities in those offered an appointment.

These results could indicate that the interviewers vindicated themselves by the offers made. They could also suggest that the assessment of suitability reflected the interviewer's assessment of the personality of the applicant. They may also indicate that there were qualities other than voice and appearance which influenced the decisions of the interviewers. But it should be cautioned that these results were indefinite and were drawn from hastily compiled interview reports which were never intended for this type of analysis.

#### Preferred Teaching Area

The interviewees' preferences for placement in South Australia were categorized into metropolitan area or country area. The sample of 214 interviewees predominantly preferred the metropolitan appointment. Of the 163 who indicated this, 75 percent were offered an appointment.

#### Salary

The interviewer made a definite minimum salary offer during the interview. There was a fairly even distribution of salary through the ranges \$3,500 to \$6,800 with 21 percent in the \$4,400 - 4,699 bracket and 22 percent in the next highest bracket. These figures were comparable for those teachers finally accepting employment, as indicated in Table 31 below.

#### Arrival Date

In the sample of 167, eighty-five percent were offered an



appointment. Forty-one teachers decided to emigrate in September, and thirty-eight in July. Many of these people were completing teaching assignments or university courses. The earliest appointments were made for May, when seventeen people were prepared to make the move. A similar number preferred to wait until the new academic and calendar year.

#### Summary of the Appointment Profile

The appointment profile revealed several differences from the applicant and interview profiles.

The applicant who did not present himself for his scheduled interview cannot, however, be distinguished from any other applicant on general demographic data.

The interviewee who was not offered an appointment can hardly be distinguished from the applicant profile on demographic data. Teachers with less than a first degree were rejected. In teaching level, a greater percentage of junior high applicants was refused. Similarly, those with no teaching experience required other compensating features to be considered favorably. But the deciding factors seemed to be the personal assessments made by the interviewers. Less time at interview was allowed to those whom the interviewer rejected. However, the data were not sufficiently comprehensive to permit firm conclusions. At most, it can be suggested that if any factors determined the rejection of an applicant, these were likely to relate to academic qualifications, teaching experience, and impressions created at interview.

The profile of the interviewee who was offered an appointment





was similarly diffuse. There was a 60 percent chance that he would be married, between 21 and 25 years of age and probably resident in Alberta. With four or five years of education, he had completed at least one degree and a professional diploma in education. He was either on the threshold of his career or had no more than three years experience in the profession. He could be an elementary teacher or a secondary teacher specializing in English or mathematics. He was likely to prefer an assignment at the junior high level even though the likelihood of him obtaining this was not as great as for any of the other three levels. He impressed the interviewer more by his personality than by speech or appearance. He preferred to obtain an appointment in the metropolitan area of South Australia, and was likely to receive a salary slightly in excess of \$4,500. He anticipated arriving early in September to commence the third teaching term.

#### EMPLOYMENT PROFILE

Following the offer of appointment by the interviewer, the interviewee was required to indicate his response either immediately or within a stipulated time-period.

The sample involved 116 interviewees for whom descriptive data were available, seventy-three of whom had also replied to the questionnaire. From this sample, seventy-four indicated acceptance of employment.

South Australia has estimated that 99 teachers accepted employment, but this figure has not been verified by the data available for this study.



For this profile, twenty variables were used.

#### Location

Of the seventy-four interviewees who accepted the offer, forty were from Alberta. There were nine each from Saskatchewan, Manitoba and Ontario.

The previous profiles, therefore, have been changed. Over half the employees were from Alberta. It should be cautioned that some interviewees could not be traced to indicate whether they had either accepted or rejected the offer of employment: fifteen from Ontario, five each from Manitoba and Saskatchewan, twenty-five from Alberta, and three from British Columbia. Even so, the changed profile is most marked in favor of Albertans.

#### Source

As most employees came from Alberta, "other sources," particularly personal contact with the resident officer, predominated. Of the newspaper sources, The A.T.A. Newsletter accounted for 18 percent of those accepting employment, compared with 11 percent from the Winnipeg Free Press.

#### Age

Sixty-five of the employees were in the 21-30 age group. Forty-seven of these were in the 21-25 category. This confirmed the patterns established in the former profiles.

#### Sex and Marital Status

Table 29 provides an analysis for these and the subsequent



Table 29

Applicant Decisions on Employment Offer According  
to Sex, Marital Status and Qualifications

Employment decision	Sex (N = 116)			Marital status (N = 114)		
	Male	Female	Total	Single	Married	Total
Acceptance	41	33	74	32	40	72
Rejection	29	13	42	15	27	42
Total N	70	46	116	47	67	114
%	60.3	39.7	100.0	41.2	58.8	100.0

Employment decision	Academic qualifications (N = 116)					Total
	Under- graduate only	Bachelor only	Post- graduate diploma	Ph.D. or Master's	Not indicated	
Acceptance	4	35	29	5	1	74
Rejection	2	14	14	11	1	42
Total N	6	49	43	16	2	116
%	5.2	42.2	37.1	13.8	1.7	100.0



variable.

The ratio of men to women finally accepting employment was 41:33, thus reducing the percentage of males indicated in previous profiles.

Similarly, the percentages of married to single people employed was reduced to a final ratio of 40:32.

#### Academic Qualifications

The largest category of those accepting employment, thirty-five people, had received a first degree. In addition, twenty-eight held a post-graduate diploma.

Eleven of the forty-two who rejected the offer held higher degrees. This suggested that the more highly qualified applicants were not able to accept offers which were generally more attractive to new graduates with a first degree only.

#### Years of Education

The majority of employees had four years of post-secondary education.

#### Academic Subjects

English, elementary education, and mathematics were the major academic fields of the employees. Of those rejecting employment, 19 percent had majored in chemistry, and 12 percent each in elementary education, English and mathematics.

#### Employment Categories

For the five categories, nearly half of those accepting the





offer were in category 1 - mathematics, physics, chemistry, biological sciences, home economics, and physical education. Elementary education was the next most popular category.

#### Years of Teaching Experience

Of the employees, twenty-four had not taught in the classroom. Ten indicated two years experience, eight had one year, and seven had three years. Thus, 68 percent had less than four years experience.

Of those who rejected the offer, 57 percent had less than four years experience but the remainder were spread evenly over the range. This contrasted with the decline in years of teaching for those who accepted the offer.

#### Teaching Subjects

Nearly one-third of the employees were elementary teachers, twenty-three out of the seventy-four. Sixteen were English teachers and thirteen were in the mathematics field. This paralleled the academic major subject distribution.

#### Teaching Level

Junior high again predominated with forty-one employees, in spite of the emphasis on elementary training indicated previously.

A higher proportion accepted offers at the lower elementary level, with the greatest loss at the senior high level.

#### Personal Qualities

Table 30 summarizes the combined interviewers' assessments according to the employment decisions of the interviewees. On each



Table 30

Interviewers' Assessments of Applicants' Personal Qualities  
Distributed According to Their Employment Decisions

(N = 110)

Applicants ' employment decision	Interviewers ' assessment				Total
	Outstanding	Good	Average	Poor	
SPEECH					
Acceptance	10	27	35	1	73
Rejection	0	11	26	0	37
Total N	10	38	61	1	110
%	9.1	34.5	55.5	0.9	100.0
PERSONALITY					
Acceptance	13	44	16	0	73
Rejection	1	23	11	2	37
Total N	14	67	27	2	110
%	12.7	60.9	24.5	1.8	100.0
APPEARANCE					
Acceptance	10	27	35	1	73
Rejection	1	15	19	2	37
Total N	11	42	54	3	110
%	10.0	38.2	49.1	2.7	100.0
SUITABILITY					
Acceptance	19	36	18	0	73
Rejection	3	21	13	0	37
Total N	22	57	31	0	110
%	20.0	51.8	28.2	0.0	100.0



quality, the applicants rated less favorably were those who rejected the offer of appointment. This vindicated the interviewers' decisions. It also suggested that only the "best" applicants actually passed through each of the selection or screening processes in order to accept employment.

Speech. Those rejecting the offer clustered in the average and good ratings, while those accepting skewed towards the outstanding end of the scale.

Personality. A more widely distributed pattern occurred for those rejecting the offer, but for those accepting, the cluster was around the "good" rating.

Appearance. Although both groups were distributed across the range, those accepting received more favorable ratings.

Suitability. Only the upper three ratings were used. The outstanding category was attributed to nineteen of the seventy-three accepting employment.

#### Preferred Teaching Area

Three-quarters of those accepting employment preferred the Adelaide metropolitan area rather than country districts for their first teaching assignment.

#### Salary

Table 31 shows the range of salary offered. While those accepting employment were offered salaries throughout the range, there was a concentration in the \$4,400-4,999 groupings.



Table 31  
Employment Distribution According to Salary Offered  
(N = 90)

Employment decision by applicant	Approximate salary range (dollars)										Total N	%
	3800- 4099	4100- 4399	4400- 4699	4700- 4999	5000- 5299	5300- 5599	5600- 5899	5900- 6199	6200- 6499	6500- 6799		
Accept	5	8	14	13	11	5	4	4	0	2	66	73.3
Reject	2	4	6	6	4	0	2	0	0	0	24	26.7
Total N	7	12	20	19	15	5	6	4	0	2	90	
%	7.8	13.3	22.2	21.1	16.7	5.6	6.7	4.4	0.0	2.2		100.0

$$\chi^2 = 4.77, \text{ df} = 8, p = 0.78$$





Arrival Date

Of the seventy-four indicating acceptance of employment, twenty-four wished to migrate in September, seventeen in August, and eighteen in July. Only four preferred June and nine were able to leave in May. This, in part, thwarted the object of "instant" recruitment to fill the immediate vacancies in South Australia. It was found that many teachers either required summer courses to complete their degrees, or had already committed themselves to summer vacations or employment. The ultimate effect, however, was not adverse. All were scheduled to arrive prior to the commencement of the third school term in mid-September.

Selection

This new variable, delineated the acceptance: rejection ratio according to each interviewer.

The acceptance: rejection ratio for the resident interviewer was 41:11.

In contrast, nearly equal proportions, 33:31, were recorded for acceptance: rejection by the itinerant interviewer.

This may indicate that "on the spot" follow-up activities contributed to the small proportion of rejections for the resident officer. Also, the interviewee was required to make a decision in a limited-time interview situation. It can be inferred that rather than feel bound to a commitment of which he was dubious, the interviewee may have preferred to reject the offer. This speculation needs further research, but if it is justified it has important implications for itinerant recruitment.



### Summary of the Employment Profile

From the 828 applicants, data were available on seventy-four who indicated their acceptance of the offer of employment in South Australia, and on forty-two who rejected the offer. No information was obtained on the remaining fifty-four to whom offers were made.

The profile of the seventy-four who accepted employment differed in several respects from the previous profiles. The most noticeable shifts were in the predominance of Albertans, less disparity in percentages between males and females and between married and single employees, more stress on English in academic preparation and on elementary as a teaching "subject," and a general justification of the interviewers' assessment of personal qualities.

The Canadian who accepted employment as a teacher in South Australia as the result of this recruitment campaign was therefore likely to be a recent Albertan male graduate, married, between twenty-one and twenty-five years of age. He probably had no previous teaching experience although he had completed a four year Bachelor of Education degree or held a post-graduate Diploma in Education. Although elementary trained, he preferred junior high level teaching, where his academic qualifications suggested specialization in English.

As an Albertan, the employee learnt of the campaign from "other sources" and probably was interviewed by the resident officer, and remained in contact with him prior to emigration in August or September. He had impressed the interviewer on all four personal qualities recorded. He preferred the metropolitan area of the capital city, Adelaide, and was offered a salary less than \$5,000.



## ADDITIONAL INFORMATION

Additional information emerged in the course of the analysis from the interview sheets and from the questionnaire. This information has been considered under the headings of interviewer comparisons and applicant opinions.

Interviewer Comparisons

The original intention was to consider only those teachers contacted through the March campaign by the itinerant interviewer. The addition of the resident interviewer's recruitment added another dimension to the study, as well as providing more data for the profiles. In order to consider the outcome of each interviewer's activities, selected variables involving each interviewer were chosen for comparative analysis.

Table 32 shows that 170 teachers were offered an appointment. Fifty-nine were refused at interview. The itinerant interviewer made ninety-six offers which represented 52 percent of those scheduled for him. On the other hand, the resident interviewer made offers to 69 percent of those scheduled for him. Both rejected 20 percent of the interviewees. For the itinerant interviewer, however, 25 percent of those scheduled for interview failed to appear.

Table 28 above shows that, at the 0.01 level, there were significant differences between the two interviewers' assessments on each of the four personal criteria for those interviewed.

To trace these differences further, each personal quality variable was analysed for each interviewer separately. Appearance was not considered an important factor in the offer of an appointment





Table 32  
Appointment Outcomes by Allocation to Interviewer  
(N = 293)

Interviewer	Frequency				Percentage frequency					
	Offered	Not offered	Not interviewed	Deferred	Total	Percentage frequency				
						Offered	Not offered	Not interviewed		
Itinerant	96	36	47	6	185	32.8	12.3	16.1	2.0	63.2
Resident	74	23	8	3	108	25.3	7.8	2.7	1.0	36.8
Total	170	59	55	9	293	58.1	20.1	18.8	3.0	100.0





although the resident interviewer assessed this more highly than did the itinerant officer. Similarly, the resident interviewer may have placed more emphasis on speech in discriminating among applicants. The most relevant factor of all was the personality of the applicant, and this again, influenced the decision of the resident interviewer to greater degree than for the itinerant officer.

The two interviewers were also compared on the responses given in the questionnaire. Applicants indicated, as summarized in Tables 33 and 34, that only the notification of the time and place of the interview, and the time taken over the interview, were significantly different between the two interviewers.

Of those who accepted appointment, 37 percent indicated that their period of notification regarding the time and place of interview was insufficient. Yet they still appeared for interview and were employed. This reinforced the earlier suggestion that time was a vital factor in this recruitment campaign, for interviewees to assemble their documentation and make their decisions.

An hour was granted to 49 percent of those interviewees who finally accepted employment. Of those who rejected the offer, 22 percent were interviewed for an hour and the same percentage for half an hour. This confirmed the experience of the resident officer in the January interviews that an hour was the optimum time for the successful applicant. The interviewer tended to curtail the time allotted to those considered less acceptable for employment.

#### Applicant Opinion

The follow-up questionnaire was sent to 220 applicants who had



Table 33

Applicant Opinion Obtained from Questionnaires,  
Distributed According to Interviewer

Interviewer	Content of the information sheet				Total	
	Sketchy	Confusing	Adequate	Detailed	N	%
Itinerant	18	6	84	8	116	89.9
Resident	0	2	11	0	13	10.1
Total N	18	8	95	8	129	
%	14.0	6.2	73.6	6.2		100.0

$$\chi^2 = 5.116, df = 3, p = 0.16$$

	Period of notification of interview				
	Insufficient	Adequate	Good		
Itinerant	47	42	35	124	90.5
Resident	0	0	13	13	9.5
Total N	47	42	48	137	
%	34.3	30.7	35.0		100.0

$$\chi^2 = 26.631, df = 2, p = 0.01$$

	Suitability of interview place and time				
	Suitable	Inconvenient	Inappropriate		
Itinerant	92	25	7	124	90.5
Resident	12	1	0	13	9.5
Total N	104	26	7	137	
%	75.9	19.0	5.1		100.0

$$\chi^2 = 2.206, df = 2, p = 0.33$$



Table 34  
Distribution of Time Taken for Interview,  
Grouped According to Interviewer

(N = 108)

Interviewer	Length of interview (in hours)						No time indicated	Total
	1/4	1/2	3/4	1	1½	2		
Itinerant	16	14	13	17	6	0	29	95
Resident	0	1	0	11	0	1	0	13
Total N	16	15	13	28	6	1	29	108
%	14.8	13.9	12.0	25.9	5.6	0.9	26.9	100.0



been scheduled for interview in the March campaign and excluded the majority of people interviewed by the resident officer. Over 60 percent of these questionnaires were returned without any follow-up letter.

Advertisement information. Of the 130 respondents, 75 percent stated that the newspaper advertisements were adequate in the information provided. Thirty-nine percent of those who considered the information insufficient, did not present themselves for interview.

Advertisement format. This was considered attractive by more than 90 percent and ambiguous by 7 percent of the 108 respondents.

Notification of interview. For all respondents, opinion was evenly divided. The distribution of opinion of those who were offered an appointment was also even over the three criteria. For those not given an offer, 48 percent stated that the period given for notification was good. For those who did not come to the interview, 52 percent complained of insufficient notice.

Information on interview. From those replying, 74 percent maintained that the information supplied about the interview was adequate. Only 14 percent considered that it was "too sketchy."

Information on South Australia. Although 49 percent of the sample claimed that this information was adequate, many indicated that it resulted from several years' interest and inquiry. Thirty-four percent found it insufficient, while 17 percent said that none was available.

Time and place of interview. Over three-quarters of the sample found the time and place of the interview "suitable." Of those who





considered it inconvenient, the majority did not keep the appointment.

Length of interview. The overwhelming opinion was that the length of time was adequate. From the sample of 106 teachers, 26 percent did not indicate how long the interview took. Of the remainder, the same percentage was interviewed for one hour. At either extreme, sixteen were interviewed for approximately 15 minutes each, while one was able to spend two hours with the interviewer.

Of those with less than a thirty-minute interview, the majority were not offered an appointment, thus confirming Helsel's (1959) research suggestions that the interviewer formed impressions early in the interview, especially if these were negative impressions leading to the rejection of the interviewee. All of the sample who were interviewed for forty-five minutes or longer were offered an appointment.

#### Applicant Comment

The questionnaires provided more than statistical information. An exhaustive analysis of the written comments has not been attempted. Most respondents took the trouble to make comments on at least four of the twelve items. Some of the most commonly occurring comments have been grouped for convenience:

#### Notification.

I was only given 17 hours notice to prepare the various documents.

Much too rushed.

Interview time arrived 2 days before interview and only one time given - unable to get information for interview or arrange for time off.

Good system, but too long between applying and being notified.



Information.

Would have appreciated information re schools, curricula, and facilities.

Booklet written by a teacher would cover the points required. Gave basic information. Very sketchy.

Could have referred to recently published magazine articles.

Need more to make me decide to go.

Copious pamphlets received from Vancouver Embassy.

Interview time and place.

More alternatives would be appreciated, especially out of school hours.

Locations beyond Montreal are needed.

Other applicants waiting in the hotel room could hear personal information.

Just what I wanted.

One group interview with questions followed by individual interviews would alleviate much needless repetition.

Had to drive 150 miles for a 30 minute interview.

Reasons for accepting employment.

Curiosity and interest in Australia. To learn, must live there.

To gain more experience and to compare different systems.

To return to South Australia.

We were going anyway and had no preference for which province.

Reasonable job situation, desire to see new country.

Young, no jobs at home, fare paid.

Adventure, travel, new country and marvellous teaching opportunity.

Reasons for rejecting the offer.

Contract lacked some items agreed upon at interview.

Insufficient incentive to make the change.

Personal conflict in that sort of system.

Accepted better offer in Canada.

Insufficient money plus the "red tape" policy which prohibited my future wife and myself from making the trip into a honeymoon.

Did not include fare for my wife and child.

Other comments.

I am a well qualified female teacher with more experience than my husband, yet his services were more attractive because he was a male.



An informal and relaxed interview.

An honest appraisal by the interviewer was greatly appreciated. Interview originally scheduled for 30 minutes which would have been too short.

Every Australian we have met has been most helpful.

Very pleasant and informative interview. Nothing was too much trouble.

Salary should be negotiated before accepting contract. More definite information on health plans, insurance, etc. as well as on where we will live and teach.

Interviewer led us on! I think he felt all along that he wouldn't offer me a job because of my lack of a teaching certificate.

More flexibility in arranging passage to Australia would be a greater incentive. . .

The interview was very relaxed, however, it almost seemed the decision to hire had been made prior to the interview and that the interview itself was only a formality.

More time for married people to organize their affairs would be appreciated; especially as confirmation of the appointment was so long in coming from South Australia.

Interview was very good. Facts were given - pros and cons. Interviewer could have been better informed with regard to our school system and the courses offered.

Teachers would be easier to recruit if an allowance was made for relocation.

We were unable to attend the interview because of weather conditions.

I was not offered employment because my husband is not a teacher and my return transportation would not be paid.

Australian newspapers could have given a better indication of costs.

I would still be interested in going to Australia if there is an opportunity.

#### CONCLUDING STATEMENT

The profiles developed from the available data showed the influence of the various selection processes.

The size of the population diminished with each profile. Of the 828 applicants used in the first two profiles, only 293 were selected for interview and thus for the appointment profile. This figure was further reduced to the 170 to whom offers were made; these were used to obtain the employment profile for the seventy-four





finally accepting employment.

The variables used for the first two profiles were similar, as were those for the last two. Following selection, data from the interview reports and questionnaires were added to the other descriptive variables. Additional information, not utilized as part of the profiles, resulted largely from the interview data and applicant opinions.

This additional information has indicated that, for the two interviewers, there were significant differences at the 0.01 level, in some specific characteristics of applicants allotted to each, and in some of the personal factors as perceived by each interviewer. When these criteria were considered separately for each interviewer, the resident officer seemed to distinguish more noticeably, on all the personal factors except suitability for teaching, between those to whom offers were made and those who were rejected.

The profiles themselves have been delineated within this chapter. In summary, some of the differences which emerged from each, as well as those features common to each, have been extracted. Data were also distinguished for those who were accepted and those rejected for each profile, although attention was directed to the former.

Some of the major differences distinguished in the profiles were:

- (1) in spite of the equal proportion of applicants from Ontario and Alberta, fewer were selected for interview from the former province. The final ratio of 9:40 from these two provinces who accepted employment, indicated that Albertans predominated in the employment profile.





(2) one of the major sources of information identified in the first three profiles, The Globe and Mail, dropped to fourth rating in the employment profile. However, the professional journal and "other sources" remained the major sources for Albertans.

(3) the appointment profile began to distinguish between the academic backgrounds of the applicants, with those having a first degree receiving acceptance.

(4) the employment profile indicated reductions in the proportional ratios of men to women and of married to single teachers, which had remained fairly constant for the previous three profiles.

(5) the employment profile again varied in the proportion of people at different levels of teaching. Despite the consistently greater preference for junior high, a higher proportion from those initially applying accepted employment at the lower elementary level.

(6) the acceptance:rejection ratio was only available for the employment profile, but it showed a definite contrast between the two interviewers, with the resident interviewer having very few teachers unable to accept the employment offer.

The main points of similarity for each profile were:

(1) the young, male applicant between the ages of twenty-one and twenty-five, remained predominant in all profiles.

(2) although the proportions were reduced, married applicants were prominent throughout.

(3) academic qualifications varied only slightly for each profile, with the typical candidate holding a first degree or a post-graduate diploma after four years of post-secondary education.



(4) English, elementary education, and mathematics were the areas of academic specialization and teaching experience common to all profiles.

(5) the proportion of candidates for each profile who had no teaching experience remained fairly constant and was much higher than for those with teaching experience.

(6) junior high was preferred as the teaching level in all profiles.

(7) the personal factors perceived by the interviewers remained relatively constant for the last two profiles, as did the salary quoted and the arrival dates indicated by the applicants.

(8) the metropolitan area was consistently preferred as the location for assignment.

The profiles have shown that the type of people who applied and were selected, were not commensurate with the general requirements suggested by South Australia. Young, single, male teachers with at least two years experience were requested: almost as many women as men were actually employed, the majority of employees were married, and one-third had no teaching experience. The need for secondary teachers of mathematics and science was only partially filled, because elementary teachers applied in greater proportion. English teachers were appointed in greater numbers than mathematics or science teachers. The desire to fill vacancies at the senior high level was also not met from this recruitment activity. On the other hand, the interviewers rated the personal qualities of the interviewees very highly, and this, combined with their general academic preparation, indicated that



the typical Canadian teacher employed by South Australia would be a valuable addition to the teaching force.



## Chapter 5

### SUMMARY AND RECOMMENDATIONS

This study set out to examine a recruitment activity and to develop a profile of Canadian teachers who sought a teaching position in South Australia during March, 1971. As the basis for this study, the recruitment campaign and the activities leading to it have been described in some detail. The recommendations, which reflect previous employment research as well as this study, are concerned more with the recruitment activity than with the profiles. The profiles themselves have shown trends which emerged through the selection procedures employed.

### SUMMARY

Following the review of selected literature, the study considered the organization of the recruitment campaign and developed a series of profiles drawn from the data obtained from applicant correspondence, interviews and a questionnaire.

#### Recruitment

Two South Australian educational administrators were involved in the recruitment of teachers in Canada in 1971. The resident officer had commenced recruitment after Christmas, 1970, and had recommended the extension of activities across Canada for April. The itinerant interviewer spent three weeks in six Canadian centers during March on his return journey to Australia, following recruitment in the





United Kingdom. The March campaign was organized by the resident officer in Edmonton. The policies affecting the campaign were detailed from South Australia, but changed during the course of the campaign.

Advertisements appeared in daily newspapers, at the centers selected for interview, approximately three weeks prior to the interviews. This did not allow sufficient time for a careful selection analysis of the applications, or for adequate notification to those who were to be interviewed. Weaknesses in the organization, the advertising, the application form, and the selection procedures became apparent early. The crippling factor was lack of time to plan, organize, and implement effectively. The response to the advertisements was greater than expected and created increased difficulties in handling the inquiries. The limited time-schedule for the itinerant interviewer, determined in advance of applications, restricted the selection procedures still further.

The demands on the interviewers were considerable. In such a limited period, the constant pressure of travelling and interviewing without relief may have affected the decisions regarding employment. The alterations in policy and the conflicting advice received from South Australia, with no indication of numbers required until the interviewing was half completed, also may have influenced the decision-making.

The interviews were not only an assessment operation but an exercise in public relations and diplomacy. The interviewer was required to be familiar with the different educational systems within



each province and with the courses provided by universities. He was called upon to repeat detailed information regarding South Australia's educational system and general living conditions because there was insufficient, and inadequate, literature available for the purpose. Many interviewees commented on the frankness, patience, and courtesy of the interviewers under these conditions. On the whole, the interviewers were pleased with the quality and presentation of the applicants.

#### Source of Data

The initial letters of application from 828 people, were sorted according to the closest center for interview. These letters were coded for age, sex, marital status, academic qualifications and teaching experience before the selection was made. Only at this stage, following the selection, was the decision made to use any of this material for this study.

The letters were further perused for other pertinent information which could be utilized for the profiles. Some data were also obtained from the duplicates of the interview forms which were available. The final source came from a questionnaire sent to a sample of those selected for interview, irrespective of whether or not they were able to attend.

#### Analysis of the Data

Using a non-parametric program for frequency distribution, percentage frequency and chi-square values, thirty-three variables were considered.

The first profile resulted from the data on all the applicants



used in the study. This showed that the teacher seeking a position in South Australia was more likely to come from Ontario or Alberta, to be a young, married man with a first degree but no teaching experience, who preferred to teach at the junior high level but probably had elementary training.

These characteristics remained fairly constant throughout the selection procedures. Some variations occurred in the other profiles in the percentage obtained for each variable. The initial profile was enlarged for those interviewed and offered employment as it incorporated the personal assessment of the interviewer, the salary offered, the time of arrival and interviewee opinion regarding the interview. The final profile on employment became more definitive in its characteristics, with the overwhelming percentage of employees originating in Alberta. The details of these changes were summarized at the end of Chapter 4.

The use of two interviewers revealed that not only were there differences evident among those scheduled for interview, but that the interviewers' assessments for selection differed. This has been interpreted as a significant difference in spite of the confidence of both interviewers that their techniques and appraisals were similar.

The analysis may be considered as supporting the related literature, reviewed in Chapter 2, regarding reliability of interviewers and the need for training them for their task. Many other facets found in the literature could also be substantiated from the data, although this was not the objective of the study: the use of the interview as a vehicle of communication, intra-rater consistency, greater detail in advertising to avoid confusion and mis-application, the length of





interview in relation to whether or not an offer was made, the emphasis on personal factors rather than on written reports or academic transcripts, and the physical setting for the interview.

### RECOMMENDATIONS

The recommendations have been organized in two groups. In the first, specific recommendations relating to the detailed procedures for overseas recruitment are outlined. The second group identifies areas in which future research may prove fruitful.

The following operational recommendations have been arranged under specific headings. They have been derived from investigations associated with the recruitment activity described in this study, from personal involvement in the campaign, and from the data.

#### Preliminary Organization

(1) That the specific terms of employment and the policy influencing the campaign be clearly identified, with particular emphasis on subject areas, minimum university credit-hour requirements, numbers to be employed, conditions of employment, remuneration and terms of settlement, and allocation of assignment.

(2) That detailed leaflets be prepared specifically for the campaign on such topics as: the school system, living costs and conditions, taxation, insurance and health schemes, details of the recruitment offer and its allowances, availability of work for dependents, salary, superannuation and teachers union benefits, transport and housing, climate, and recreational and cultural activities.

(3) That the recruitment officer be prepared adequately through





reading related literature, practical recruitment experiences, interview training, familiarity with all aspects of the "home" system, and acquaintance with the systems in which he will be recruiting.

(4) That the recruitment officer be given full responsibility for the selection of applicants within the limits of this policy.

(5) That a special application form be devised to incorporate recording of documentation, personal references, and interviewer's report as well as the essential application data. Such a form could be coded for computerization.

(6) That adequate finance be made available at the planning stage for all facets of the campaign.

(7) That "contact" personnel be specified in the "home" administration to expedite this overseas commitment.

#### Recruitment Activities

(1) That a resident office be established for the campaign and that this office be staffed adequately with materials and personnel to answer continuous inquiries once advertising commences.

(2) That advertising be concentrated in the professional journals with only minimum coverage in the daily press.

(3) That these advertisements be inserted at least three months prior to the anticipated interview period.

(4) That the advertisement specify the minimum educational and teaching requirements for each of the subject fields required. If possible, some indication of the number of positions available should be given. Detailed information on terms or conditions of employment, age requirements, possible teaching locations, broad salary ranges,



and any other attractions should also be stated.

(5) That the advertisement direct inquiries and applications to the recruitment office with a post office box number.

(6) That all letters of initial application be considered and evaluated before interview times and places are determined.

(7) That replies be standardized, but with a personal signature, and forwarded to the applicant within three weeks of the receipt of the application, together with informative materials irrespective of whether or not the applicant has been selected for interview.

(8) That those applicants with minimum requirements and better be sent an official application form for return with all documentary evidence before a definite interview time and place are committed.

(9) That confirmation of the proposed interview time and place be obtained for all interviews before any tour is undertaken from the recruitment office.

### Interviews

(1) That interviews be arranged well in advance and preferably through local teacher organizations, employing boards, or university placement offices.

(2) That an hour be set aside for each interview, except that if a general gathering is possible prior to interviews at any center, this could eliminate much repetitious information and questioning and the time for interview could be reduced to half an hour per person.

(3) That the interviewer be acquainted with the research literature on interviewing and that he concentrate on personal factors



and two-way communication rather than on the information already supplied in the application.

(4) That, especially if more than one interviewer is involved, some check list of semi-standardised procedures be evolved together with a wide-ranging rating system, if one is to be used.

(5) That specific information sheets regarding migration procedures, clothing, housing and transport be provided at interview for those offered employment to minimise future contact with the recruitment office.

(6) That personal letters of reference be discontinued, and that the applicant be required to supply the name, address, and telephone numbers of three referees who could be contacted independently by the interviewer.

(7) That telephone contact with applicants and referees be used extensively following interview.

(8) That where there are dependents, they too should be interviewed and some settlement or travelling allowance be provided for them as well as for the teacher.

### Applicants

(1) That in any future teacher recruitment overseas, Australian employment authorities consult the available demographic data on teachers in the countries where the recruitment is proposed to assess whether a sufficient pool of suitable applicants would be available.

(2) That specific literature be sent to any person interested in overseas migration who contacts Australian authorities overseas or who writes directly to Australian Education Departments.





(3) That some systematic collection of data from applicants be obtained and stored for future research, with some standardization of the criteria sought and the methods of treatment.

#### General Matters

(1) That, if other Australian States are to continue recruitment overseas, mutual benefit may result from pooling manpower, information, and resources both in the planning and in the implementing of the activity.

(2) That only the application/interview form be forwarded by the interviewer to the "home" employment office as a record of the application and that all other documentation be returned to the applicant at interview.

(3) That, should the campaign attract more than 300 inquiries, the application data be coded for computer analysis for easier, more efficient and more flexible selection.

(4) That a definite orientation program be implemented for all teachers on their arrival and that this include systematic observation in the type of school and level or specialization to which they will be assigned.

(5) That all teachers employed overseas be contacted periodically and that exit interviews and records be established so that some data of a longitudinal nature may be obtained.

(6) That consideration be given to inducement or incentive payments for specific categories of teachers, for administrators, and for assignments to country areas.

The second group of recommendations cover areas in which future





research may prove useful:

(1) A longitudinal study to trace the movements, aspirations and adjustments of the seventy-four Canadians, identified by this project, who were employed in South Australia.

(2) An investigation of the decision-making processes specifically relevant to the recruitment of teachers overseas.

(3) The development of evaluation criteria applicable to teacher recruitment activities.

(4) A series of studies seeking to determine the relative importance of personal characteristics, academic qualifications, and previous teaching experience and ability in the hiring of teachers.

#### SIGNIFICANCE FOR EDUCATIONAL ADMINISTRATORS

Teacher recruitment and selection is one phase of personnel administration. But it should not be seen in isolation, or as an end in itself. As Merritt points out (1971:1):

The selection of teaching personnel is one of the main functions of education administrators. . . . Very often the administrator's main opportunity to initiate change or strengthen certain features of the curriculum rests with decisions he makes regarding the selection of teachers with the necessary competencies.

This study has shown that those teachers recruited in Canada may not have matched South Australia's stated requirements. These needs were not sufficiently delineated in time for the campaign. In this instance, the responsibility for employment decisions had been delegated to the interviewers, who may have placed more emphasis on personal qualities than on curriculum specializations.

This study has also suggested that overseas recruitment must



be a planned, specialized undertaking. In Australia, teacher recruitment has involved the "central" administrative personnel rather than "local" administrators. The administrator needs insight into possible difficulties in overseas recruitment in order to devise precise policy statements, specific application materials and information leaflets, adequate training for recruiters and clear channels of communication and authority.

As an opportunity for administrators to obtain trained, experienced teachers to fill staffing needs, the overseas recruitment activity may provide satisfactory solutions. It has been claimed that, even with the incentive provided for the teacher in this campaign, the cost per teacher was less than that to train a teacher in the local system (Adelaide, The Advertiser, May 21, 1971).

The greatest advantage of such recruitment to the administrator is the immediate availability of needed personnel. In a society which accepts mobility among its work force, educational administrators facing specific or general teacher shortages well may be advised to undertake recruitment in those countries where there seems to be an abundant supply.

#### CONCLUSION

South Australia faced an immediate need for teachers in 1971. Overseas recruitment of suitable teachers by their own recruitment staff was seen as one way of satisfying that need. This study has examined the attempts at recruitment in Canada, and has considered the type of teacher who applied and was accepted for employment.



The Canadian recruited during the three-week March campaign came from Alberta where he was able to maintain contact with the resident officer responsible for the recruitment activity. A young married man with four years university education, including teacher preparation, he held at least one degree but had little or no teaching experience. He was selected largely on the strength of his personal qualities rather than on his academic excellence, his length of teaching experience, his subject specialization or level of teaching. He sought a metropolitan assignment at the junior high level, and hoped to arrive in South Australia in September to commence his two-year period.

The recruitment activity itself revealed differences between local and overseas recruitment. It also provided a basis on which to plan and build future campaigns if the demand for trained teachers from other than local sources is maintained.





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## APPENDIX

- A. RECRUITMENT
- B. CORRESPONDENCE
- C. APPLICATION DOCUMENTS AND INTERVIEW REPORT
- D. GENERAL INFORMATION SHEET



## APPENDIX A

### RECRUITMENT

1. Sample Advertisement
2. Australian High Commission Letter



**WANTED!**  
Alert and Alive  
**TEACHERS**  
for  
**SOUTH AUSTRALIA**



**Categories:** Secondary—Mathematics, Physics, Chemistry, English, School Librarianship, Home Economics, Phys. Ed. (women).

**Elementary teachers (no travel)**

Graduate teachers holding current teaching certificate

**Travel:** Free return economy class air fare

**Accommodation:** Guaranteed

**Contract:** Two years

**Australian teachers:** Free air fare for three-year contract

**INTERVIEWS IN REGINA MARCH 18-19**

**WRITE NOW** for interview time stating age, qualifications and experience

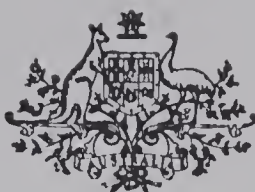
**to: Mr. John Coker (Recruiting Officer, South Australia),**

**c/o No. 218 Michener Park,**

**122 St, and 51 Ave.,**

**Edmonton 7, Alberta.**





AUSTRALIAN HIGH COMMISSION  
90 SPARKS STREET  
OTTAWA 4

*In reply quote No. 14/20/1*

9 February 1971.

Dear Sir/Madam:

You wrote recently to the High Commission asking about teaching opportunities in Australia, and may, therefore, be interested in a teacher recruitment campaign being conducted in Canada by the South Australian Department of Education.

The South Australian authorities have asked us to tell Canadian enquirers that their most urgent need at the moment is for secondary school teachers well qualified in the fields of Mathematics, Physics or Chemistry. Vacancies also exist for male teachers of English in secondary schools and for male and female primary and infant teachers. The South Australian Government is prepared to offer travel assistance on a contract basis to teachers in the most urgently needed fields. This assistance would be linked with the South Australian Education Department contract, and would not be provided under any Commonwealth Government migration scheme.

Mr. J. G. Coker, an officer of the South Australian Education Department, is visiting Canada next month to interview teachers who might be interested in working in South Australia and will be covering the following centres: Ottawa (28 February to 1 March), Toronto (8 to 11 March), Calgary (12 to 16 March), Regina (17 to 18 March), Edmonton (19 to 23 March), Vancouver (24 to 29 March).

If you wish to be considered for an interview by Mr. Coker, you should:

- (a) send a letter immediately to this office, addressed to Mr. J. G. Coker, South Australian Education Department, c/o the Australian High Commission, 90 Sparks Street, Ottawa 4, Ontario. Your letter should set out when and where you would be available for interview, and should provide the following details:
  - (i) age
  - (ii) marital status
  - (iii) educational qualifications showing grade point





- 2 -

averages for your degree or diploma

(iv) teaching experience and teaching area

(supporting documentation need not be supplied at this stage);

and

- (b) send a copy of your letter to Mr. B. L. Masters, South Australian Education Department representative, 218 Michener Park, 122 St. and 51 Ave., Edmonton, Alberta. Mr. Masters will be assisting Mr. Coker in the recruiting campaign.

Acting in consultation with Mr. Masters, we will let you know as soon as possible if and when you would be required for an interview with Mr. Coker. You should note, in particular, that the South Australian Education Department does not undertake to meet any of the expenses involved in going for the interview.

If you are not able to attend an interview, but would nevertheless like to be considered for a teaching appointment in South Australia now or at some later stage, you might write to Mr. Coker, with a copy to Mr. Masters, as outlined in paragraph 4 above, explaining the circumstances and your wishes.

.... I am attaching a booklet on teaching in South Australia and  
.... some general background material on Australia which may be of interest to you.

Yours sincerely,

(J. Piper),  
Counsellor.



## APPENDIX B

### CORRESPONDENCE

- I/1: Notification of Interview
- D/1: Request for Detailed Information
- D/2: Request for Documentation
- D/3: Deferment of Application: On File
- D/4: Rejection of Application
- D/5: Late Application: On File
- R/1: Referral of Applicant
- F/1: Questionnaire Letter
- F/2: Questionnaire





#218 Michener Park,  
122 St. & 51 Ave.,  
Edmonton 70, Alberta.

Dear

I was very interested to receive your enquiry regarding a teaching position in South Australia. Enclosed is a general statement relating to the positions available which may assist you with some of the more pertinent queries.

So that we may obtain a more complete understanding of your qualifications I am enclosing an application form and establishing an interview with you.

May I remind you that you should bring with you to the interview, for the interviewer to retain if necessary:

1. the completed application form
2. verified transcripts of your academic record
3. teaching reports and/or statements of your teaching experience
4. three personal reference statements
5. a copy of your birth certificate
6. your Canadian passport, if you possess one
7. any other documentation

As all interviews are fairly tightly scheduled, it would be appreciated if you could consider beforehand the specific questions you may wish the interviewer to clarify. If you are married, you are welcome to bring your spouse to the interview. If, for any reason, you are unable to attend the interview designated below, please call the interviewer in advance at the place listed so that another applicant may be allotted your interview time.

Thank you for considering South Australia as an area of the world in which you may wish to teach.

Interviewer:

Place:

Date:

Time:

Yours sincerely,

Bernard L. Masters,  
Education Officer.



All communications to be  
addressed to the Director-General  
of Education

In reply refer to

D/1

EDUCATION DEPARTMENT



SOUTH AUSTRALIA

145

#218 Michener Park,  
122 St. & 51 Ave.,  
Edmonton 70, Alberta.

Dear

Thank you for your enquiry regarding a teaching position in South Australia.

In order to assess your request more adequately I would be grateful if you could provide the following detailed information as quickly as possible:

If, after reviewing your application, there is a likelihood that employment may be offered to you, I will contact you again regarding interview arrangements.

Yours sincerely,

Bernard L. Masters,  
Education Officer.





In reply refer to

EDUCATION DEPARTMENT



SOUTH AUSTRALIA

D/2

146

#218 Michener Park,  
122 St. & 51 Ave.,  
Edmonton 70, Alberta.

Dear

I was very interested to learn of your desire to teach in South Australia.

I have given very careful consideration to the information which you provided. I am sure that you realize, from the nature of the advertisements, that priorities were established for interview and appointment. There have been many more applicants in certain fields than could be interviewed at this time, and the interviewer has a very stringent schedule across Canada.

However, I am interested in obtaining further particulars from you if you are seriously contemplating migration. I am enclosing a general information sheet which may answer some of your queries regarding employment.

I would therefore be grateful if you could complete the enclosed application form and return it to me together with photostat copies of your academic transcripts, teaching reports or statements of experience, and three personal references. If, after appraising these documents there appears to be some likelihood of employment for you I will contact you further to arrange an interview.

Yours sincerely,

Bernard L. Masters,  
Education Officer.



All communications to be  
addressed to the Director-General  
of Education

In reply refer to

D/3

EDUCATION DEPARTMENT



SOUTH AUSTRALIA

147

#218 Michener Park,  
122 St. & 51 Ave.,  
Edmonton 70, Alberta.

Dear

I was very interested to learn of your desire to teach in South Australia.

I have given very careful consideration to the information which you provided. As you are no doubt aware from the recent advertisements, there are only limited positions available in specific categories. Furthermore, the interviewer is unable to remain long in your vicinity and cannot interview all the applicants.

At this time, therefore, it is not possible for me to proceed further with your enquiry. However, I have placed your request on file and should vacancies occur in this category I shall be very pleased to contact you again in order to arrange an interview.

Thank you for considering South Australia as an area of the world in which you may wish to teach.

Yours sincerely,

Bernard L. Masters,  
Education Officer.



All communications to be  
addressed to the Director-General  
of Education

In reply refer to

D/4

EDUCATION DEPARTMENT



SOUTH AUSTRALIA

148

#218 Michener Park,  
122 St. & 51 Ave.,  
Edmonton 70, Alberta.

Dear

I was very interested to learn of your desire to teach in South Australia.

As the recent advertisements have indicated, vacancies exist only in certain fields. First priority for interview is therefore being given to the most highly qualified and experienced applicants.

I regret, therefore, that it is not possible for me to consider your application further at this time in view of the numbers of applicants, the limited time available for interview and your own qualifications and experience.

Thank you for considering South Australia as an area of the world in which you may like to teach.

Yours sincerely,

Bernard L. Masters,  
Education Officer for  
South Australia.



All communications to be  
addressed to the Director-General  
of Education

In reply refer to

D/5

EDUCATION DEPARTMENT



SOUTH AUSTRALIA

149

BOX 406 C, G.P.O., ADELAIDE, S.A. 5001  
TELEGRAPHIC CODE—EDUC ADELAIDE

March 29, 1971

Dear

Thank you for your letter regarding employment in South Australia. You are probably aware that our recruitment officer has already passed through your area; his schedule there was extremely heavy, and it was not possible to arrange any other interviews.

At this time there seems little likelihood that we can continue to offer employment to teachers for 1971. However, I have placed your letter on file, and should further vacancies occur in these categories, I would be pleased to contact you again. At that time we may require your transcripts, to make some assessment of your qualifications. If these are acceptable, it may then be possible to arrange an interview later.

I regret that it is not possible to continue enquiries at this time. I am enclosing some general information material which may be useful to you, should you decide to migrate to South Australia.

Thank you very much for your enquiry.

Yours faithfully,

Bernard L. Masters  
Education Officer

BLM/wr  
Encl.





In reply refer to

EDUCATION DEPARTMENT



SOUTH AUSTRALIA

R/1

150

May 5, 1977

218 Michener Park  
122 Street & 51 Ave.  
EDMONTON, Alberta

Dear

I was very pleased to receive your enquiry regarding a teaching position in South Australia. Unfortunately, the current recruitment campaign and interviews across Canada have concluded. We have had many more enquiries than we could possibly have interviewed.

If you are seriously considering migration to Australia, there would seem to be teaching vacancies available in most subject fields, except the social sciences, for people holding an appropriate degree, and current teaching qualifications. May I suggest that you write directly to South Australia enclosing photocopies of your University transcripts & teaching qualifications & statement of your experience and fields of specialization. Enquiries for teaching positions should be addressed to:

The Director of Teacher Education & Services  
Box 406C G.P.O.  
Adelaide  
South Australia, 5001

General enquiries regarding cost of living, migration procedures and general employment could be directed to:

The Australian High Commission  
90 Sparks Street  
Ottawa KIP 5B4

Thank you for your initial enquiry. I trust that, should you decide to migrate, you will find teaching in South Australia a worthwhile and enjoyable experience.

Yours sincerely,

Bernard L. Masters  
Education Officer

BLM/wr



In reply refer to

EDUCATION DEPARTMENT



SOUTH AUSTRALIA

151

#218 Michener Park,  
122 St. & 51 Ave.,  
Edmonton 70, Alberta.

May 22, 1971

Dear

Earlier this year you contacted me or Mr. John Coker regarding a teaching position in South Australia. I understand that, subsequently, you were notified of an interview.

However, I am not aware of the outcome of that interview nor of your decision should an offer of employment have been made to you.

I am now seeking your co-operation to assist me to complete my own records here in Canada and to profit from your opinions should we decide to conduct a similar campaign in the future.

I would be grateful if you could take ten minutes to complete the enclosed questionnaire. Some of the categories or statements may not be applicable to you while for others more than one category may seem to apply. I would appreciate your frank comments on any of the statements or on other matters relating to this recruitment campaign. Some of this material may also be used to supplement a current research project, but at no time will any of this data or opinions expressed be associated with individuals; if you prefer, you may remain anonymous.

Thank you for your initial interest in South Australia and for your assistance now. If possible, I would appreciate the return of the questionnaire by June 10.

Yours sincerely,

Bernard L. Masters, B.A., M.Ed.,  
Education Officer.

P.S. If you are migrating to Australia and would care to correspond with me here, I would be delighted to obtain your impressions of your new surroundings.





Bernard L. Masters,  
#218 Michener Park,  
51st Avenue & 122nd Street,  
EDMONTON 70, Alberta.

Name: .....

Province: .....

### QUESTIONNAIRE ON RECRUITMENT

Please circle the appropriate categories; comments are welcomed.

#### Source of Information

1. Did you learn of the recruitment campaign through  
newspaper                      Australian High Commission                      other .....
2. Was the information in the advertisement or letter  
insufficient                      adequate                      very good
3. Was the form and placement of the advertisement  
inappropriate                      attractive                      ambiguous

#### Interview

1. Was notification of the time and place of interview  
insufficient                      adequate                      good  
Comment:
2. Was the information sheet supplied  
too sketchy                      confusing                      adequate                      detailed  
Comment:
3. Was any general information on South Australia prior to interview  
inadequate                      not available                      sufficient  
Comment:
4. Was the time and place of interview  
suitable                      inconvenient                      inappropriate  
Comment:
5. Was the length of the interview (.....minutes)  
adequate                      insufficient                      too long  
Comment:
6. Have you any specific comments regarding the interview?

#### Appointment

1. Have you been  
offered employment    not offered employment    not notified
2. If offered employment, did you                      accept                      reject  
Can you indicate your reasons:
3. If you accepted employment what date are you departing?

Any Other Comments:



APPENDIX C

APPLICATION DOCUMENTS AND INTERVIEW REPORT

Form SR. 5: Application for Employment  
as Teacher

T.T.22: Interview for Employment





## APPLICATION FOR EMPLOYMENT AS TEACHER

**NOTE.**—All candidates for permanent employment are required to undergo a medical examination by The Principal Medical Officer for Schools.

An applicant for permanent employment may fill in form C or D as prescribed under the Superannuation Act, 1926-1961.  
This application must be accompanied by a Birth Certificate.

Full name of applicant... (Block type)

Date of birth	...	Place of birth.	...
---------------	-----	-----------------	-----

Married or single (married women should state maiden name).....

**ACADEMIC QUALIFICATIONS:**

(Hereunder state what examinations you have passed. Give the names of the examining bodies along with the names of the particular subjects and the years in which they were passed).

(1) Secondary Level: .....

(2) Tertiary Level:  
(Post-secondary)

Particulars of training (state name of College <sup>or University</sup> and length of course, with inclusive dates)

My experience as a teacher has been: (Documentary proof of all teaching experience is required unless that employment was with the South Australian Education Department).

		Period of Service					
Position	School	From			To		
		Day	Month	Year	Day	Month	Year

The various employments I have followed during the last six years, exclusive of teaching, are given below:—

The various employments I have followed during the last 10 years			
Occupation	Date		Cause of leaving
	From	To	
Position			
Employer			
Position			
Employer			
Position			
Employer			
Position			
Employer			



Membership of Professional or Sub-professional Bodies. (optional) and/or Other Relevant Information:

Tick Type of Teaching required:

Infant Gr I - III	Primary IV - VI	Secondary	Art	Craft	Other (name it)
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*I also enclose the following testimonials:—*

*(Originals are to be forwarded, together with a COPY OF EACH testimonial, in order that the former may be returned after inspection. At least two must be sent).*

1. From Mr.

2. " Mr.

3. " Mr.

*I shall be willing to teach in any part of the State during any period of my service.*

*I certify the above statements to be a true record.\**

Signature of Applicant

19

*My present postal address is—*

Post Code....

Telephone No.....

\*Statements found to be false within the knowledge of the applicant will make him or her liable to immediate dismissal.



DIVISION OF TEACHER EDUCATION AND SERVICES  
INTERVIEW FOR EMPLOYMENT

No 1901

Surname..... Christian Names..... Age.....  
Maiden Name..... Marital Status..... Children's Ages .....  
Address..... Post Code..... Phone.....  
Previously Employed: Yes/No      Personal File: Attached/None      Identity No.....  
Present Employment .....  
Husband's Occupation .....

Trained Teacher: No ☐ Infant ☐ Primary ☐ Secondary ☐ Special ☐

ACADEMICS—

Year

Institution

Results

TEACHING EXPERIENCE—

Dates

Institution

Subjects and Grades

Where Available for Teaching..... Transport Available: Yes/No  
Type of Teaching Preferred.....

INTERVIEW—

Speech.....  
Personality.....  
Appearance.....  
Suitability .....  
General Comment.....  
.....  
.....  
.....

ACTION—

Referred to..... Interview Arranged..... Date.....  
Interviewer..... Date.....



APPENDIX D

GENERAL INFORMATION SHEET







TEACHING IN SOUTH AUSTRALIA

For the guidance of Canadian teachers and graduates interested in seeking teaching positions in Adelaide, South Australia.

Categories required: (In order of preference) (1) Mathematics, Physics, Chemistry, Biological Sciences (limited), Home Economics, Physical Education (women only); (2) School Librarianship, Special Education (especially Blind and Deaf); (3) English (men), Geography, German, Economics; (4) Elementary teachers interested in permanent residence are also required.

General criteria: (1) Young, male, experienced teachers are preferred. (2) Graduates without teaching experience must produce evidence of excellent teaching practice ability and also present well at interview. (3) Women and married men will be given every consideration if they are in the high preference categories. (4) All applicants must pass a medical examination. (5) In most instances, the employment decision is made shortly following the interview.

Interview: (1) All applicants should submit a completed application form (which is not committing them to accept any offer of employment) before or at the interview.

- (2) Applicants must produce at interview:-
- verified statement of academic record
  - statements re teaching experience
  - 3 personal reference statements
  - birth certificate
  - Canadian passport (if available)

Contract Conditions: (1) A two-year teaching contract commencing from any mutually designated date (except November-January inclusive) or from the date of departure from Canada.

(2) A return economy class air fare from a major Canadian city to Adelaide, South Australia, for the teacher only. The ticket, not the money, is provided. There is no alternative transport.

(3) If the contract is broken by the teacher then the air fare from Canada to South Australia may be reclaimed on a pro rata basis. If the teacher has completed one year of service, no claim will be made but the return air fare will only be provided on the completion of the full 2 year period.

(4) Although no guarantee can be given, every effort will be made to provide a teaching position in a metropolitan school for the first year at least.

(5) Free accommodation will be provided in Adelaide for a maximum of 2 weeks on arrival. Accommodation is guaranteed and every assistance will be given in selecting that suitable for the teacher.

Miscellaneous: (1) Adelaide has a population of 750,000 with a warm temperate climate (50°-100°+).

(2) The cost of living is cheaper than in Canada (by approximately 1/3 - 1/2 depending on individual requirements).

(3) Teachers' salaries are currently under review but all teachers enjoy salaries which equate to the cost of living. Graduates could expect \$4500+.

(4) Teachers can only be employed as assistants (i.e. not in administrative positions) but full credit (to a maximum of 11 years) is given for all verified teaching experience.

(5) Secondary schools (Gr. 8-12) and primary schools (Gr. 1-7) operate on similar lines to most Canadian schools. Class sizes, in practice, average 30-35 approximately. Secondary school size is usually 800-1400 pupils in the metropolitan areas.





**B29997**